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EDRS Price MF-$1.16 HC Not Available from EDRS.
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIF is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 164 744 CE 013 008

Kruppa, J. Russell And Others

Preparing Teachers of Industrial Education for Disadvantaged and Handicapped Children at the Secondary Level. (A Model for Curriculum Development). Project Final Report.

New Jersey State Dept. of Education, Trenton. Bureau of Special Needs and Cooperative Education.
Pub Date-Jan 73
Note-126p.; Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Development, Disadvantaged Youth, Handicapped Students, *Industrial Education, Models, National Surveys, Performance Based Teacher Education, Preservice Education, Program Content, Program Design, Secondary Education, *Special Education, *Teacher Certification, *Teacher Education, *Teaching Skills
Identifiers-Standards for State Approval of Teacher Education

This report describes a project the assignment of which was (1) to clarify the needs for baccalaureate programs through which industrial education teachers could be prepared to teach handicapped and disadvantaged children and (2) to develop a model from which appropriate curricula could be developed. In chapter 1 the project background is discussed and terms relevant to this area are described. In chapter 2 the need for preservice programs is explained. This section discusses the need for dual purpose curriculum based upon literature and special meetings and as reflected by a national survey. Chapter 3 contains the types and characteristics of secondary level programs. These include secondary level special needs programs and industrial education for special needs students. Chapter 4 discusses the need for a competency based curriculum model. Chapter 5 presents the curriculum model which is patterned around the Standards of the National Association of State Directors of Teacher Education and Certification. Also included are competency lists needed for general education, professional education, and major fields of specialization. Chapter 6 gives recommendations and suggestions for implementation of the curriculum model. Appendixes include the questionnaire used to gather information for this report and a statistical analysis; directions for developing learning experiences; and an annotated bibliography. (CT)

ED 164 745 CE 013 388

Branson, Robert K. And Others

Interservice Procedures for Instructional Systems Development: Task V Final Report.

Florida State Univ., Tallahassee. Center for Educational Technology.
Spons Agency-Army Combat Arms Training Board, Ft. Benning, Ga.
Pub Date-Jan 77
Contract-N61339-73-C-0150
Note-62p.; For related documents see ED 122 018-022
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Armed Forces, *Educational Coordination, Educational Programs, Instructional Design, *Instructional Systems, *Military Training, Program Evaluation, Program Validation, Staff Improvement, *Systems Development, Task Analysis
Identifiers-Army, United States

Based on a state-of-the-art analysis of Army training, this report was the initial step in an effort to systematically improve the training in the combat arms and ultimately the entire Army. This study found that a comprehensive set of procedures was needed to provide for the development of effective training and for assessment of the training's effectiveness. In response to Task V contract requirements, an instructional systems development (ISD) model was formulated. The model contains five phases: analyze, design, develop, implement, and control. The initial step was to verify the content validity of the material and then conduct extensive formative evaluation. Performance and attitudinal data gathered during field trials of the material were used to determine where revisions were necessary in the final product. The completed package of validated materials, The Interservice Procedures for Instructional Systems Development,'' includes a five-volume set of manuals (available in ERIC as ED 122 018-022) covering all phases of the procedures and a series of workshops for technical and management level personnel involved in the use of ISD. (Author/CSS)

Norton, Robert E. And Others

The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators Part I. Research and Development Series No. 141.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007501702
Note-120p.; For related documents see CE 016 504-511
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Personnel, Curriculum Development, Evaluation Methods, Job Skills, Literature Reviews, *National Surveys, Performance Based Teacher Education, Skills, *Task Analysis, *Vocational Education
Identifiers-Developing a Curriculum, Final Reports

The purpose of this research was to identify and nationally verify the competencies considered important to local administrators of vocational education. A comprehensive literature search was conducted to identify all relevant administrator competency studies and available competency-based instructional materials. Fifteen studies were located. A curriculum development approach called Developing a Curriculum (DACUM) was used to update the competencies identified through the literature search and to identify an additional 36-40 additional tasks not found in the literature. All competency statements were analyzed, refined, and merged into a single administrator Task Inventory Instrument (191 task statements). It was then submitted to a stratified nationally representative sample of 130 practicing administrators of secondary and postsecondary vocational education programs. One hundred and twenty administrators returned usable instruments. Of the 191 task statements, 166 were considered to be verified as important. Responses to 31 tasks were found to differ significantly between secondary and postsecondary administrators and 15 tasks differed significantly between urban and rural administrators. (The second part of this final report is also available CE 016 504 . (JH)

ED 164 747 CE 016 504

Norton, Robert E. And Others

The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education. Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators Part II. Research and Development Series No. 142.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-498AH50193
Pub Date-77
Grant-G007501702
Note-113p.; For related documents see CE 016 503-511
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.25)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Administrator Education, Curriculum Development, *Instructional Materials, *Learning Modules, *Material Development, *Performance Based Teacher Education, *Vocational Education
Identifiers-Final Reports

The purpose of this development phase of a larger project entitled Development of Competency-Based Instructional Materials for Local Vocational Education Administrators'' was to field test and revise prototypic competency-based administrator instructional packages. A search was conducted to identify currently available competency-based vocational administrator materials. Very few materials were located. Six prototypic competency-based modules were developed for training local vocational administrators using the competencies identified and nationally verified in the research phase of the project as the research base. The following six procedures were utilized: (1) verified competencies were tentatively clustered for curriculum development purposes, (2) an instructional materials format was devised, (3) six prototypic modules and a user's guide were developed, (4) the modules and guide were field tested with administrator trainees in four types of instructional settings, (5) all materials were revised based on the feedback obtained, and (6) all materials and reports were prepared for publication and dissemination. The results of field testing indicated that all six of the modules were effective in helping administrator trainees achieve the designated competencies. A test revealed that trainee's perception of their growth on all six modules was statistically significant at the .001 level. Further, both the trainees and resource persons (instructors) reacted favorably to each of the six modules and to the use of modules as a method of instruction as compared with traditional college education courses. (The first part of the final report is also available CE 016 503 .) (JH)

ED 164 748 CE 016 505

Ross, Kristy L.

Guide to Using Competency-Based Vocational Education Administrator Materials. Leadership and Training Series No. 58A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Grant-G007501702

Note-24p.; For related documents see CE 016 503-511

Available from-The National Center for Research in Vocational Education, National Center Publications, 1960 Kenny Road, Columbus, Ohio 43210 ($2.20)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrator Education, Advisory Committees, Guides, Learning Activities, *Learning Modules, *Performance Based Teacher Education, Personnel Needs, Program Planning, Student Placement, Supervisory Training, *Vocational Education

This guide serves as an introduction to six competency-based vocational administrator modules (CE 016 506-511). The major components of a module are discussed and explanations provided as to how learning experiences are sequenced, how activities can be structured to meet each learner's individual needs, and why the final experience requires that competence in a particular skill be demonstrated in an actual administrative situation. Other major topics presented include the following: the definition of competency-based instruction; the research base upon which the vocational administrator modules were developed; definitions of terminology unique to the modules; and key steps in using the modules. (The final report of the project, which developed these modules, is available as CE 016 503-504.) (JH)

Ross, Kristy L. And Others

Competency-Based Vocational Education Administrator Module. Organize and Work with a Local Vocational Education Advisory Council. Leadership and Training Series No. 58B-1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Grant-G007501702
Note-80p.; For related documents see CE 016 503-511
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrator Education, Administrator Guides, *Advisory Committees, Check Lists, Inservice Education, Learning Modules Organizations (Groups), *Performance Based Teacher Education, Preservice Education, Program Coordination, *Program Planning, *Vocational Education

This learning module on organizing and working with a local advisory council is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It provides a step-by-step approach to organizing a local advisory council, including gaining board of education approval and developing and writing a statement of purpose and charter; also discussed are planning meeting agendas and developing by-laws. Provided are four self-paced learning activities, including performance objectives, information sheets (sample forms and student self-checks with model answers provided). The fourth learning activity (to be performed in an actual setting) is designed to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the module. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

Hobart, Barry And Others
Competency-Based Vocational Education Administrator Module. Supervise Vocational Education Personnel. Leadership and Training Series No. 58B-2.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Grant-G007501702
Note-63p.; For related documents see CE 016 503-511
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrator Education, Check Lists, Human Relations, Inservice Education, Learning Modules, *Performance Based Teacher Education, Preservice Education, Staff Improvement, *Supervisory Training, *Teacher Administrator Relationship, *Vocational Education

This learning module on supervising vocational education personnel is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It focuses upon the relationships among student learning, teacher performance, teacher motivation, and the effects of the supervisor's behavior on teacher performance. Topics include teacher motivation, sensitivity in supervision, and supervision and professionalism. Provided are four *self-paced learning activities, including performance objectives,* information sheets, and student self-checks with model answers provided. The fourth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the module. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents, CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

ED 164 751 CE 016 508

Hobart, Barry And Others

Competency-Based Vocational Education Administrator Module. Appraise the Personnel Development Needs of Vocational Teachers. Leadership and Training Series No. 58B-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Grant-G007501702
Note-105p.; Some pages containing small print will not reproduce well. For related documents see CE 016 503-511
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.25)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Administrator Education, Check Lists, Evaluation Methods, Faculty Development, Inservice Education, Learning Modules, Needs Assessment, *Performance Based Teacher Education, *Personnel Needs, Preservice Education, Staff Improvement, *Teacher Evaluation, *Vocational Education

This learning module on appraising the personnel development needs of vocational teachers is one of six competency based modules designed for both preservice and inservice education of vocational education administrators. It reviews the type of observable classroom and laboratory competencies a teacher should possess, the concepts and principles necessary to an effective appraisal system, and provides a variety of sample instruments that could be used in the appraisal process. Provided are four self-paced learning activities including performance objectives, information sheets, and student self checks with model answers provided. The fourth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities, and a list of defined terms used in the modules. This module is basically self-contained but it is recommended that a qualified resource person guide, assist and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

ED 164 752 CE 016 509

Ross, Kristy L. And Others

Competency-Based Vocational Education Administrator Module. Establish a Student Placement Service and Coordinate Follow-up Studies. Leadership and Training Series No. 58B-4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Grant-G007501702

Note-99p.; For related documents see CE 016 503-511 ; Due to colored background parts may not reproduce clearly

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.75)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Administrator Education, Check Lists, *Followup Studies, Inservice Education, *Learning Modules, *Performance Based Teacher Education, Preservice Education, Program Coordination, *Student Placement, *Vocational Education

This learning module on establishing a student placement service and coordinating follow-up studies is one of six competency based modules designed for both preservice and inservice education of vocational education administrators. It discusses the rationale and objectives for a school-based placement service. Topics discussed include assessing student and community needs, using the services of a placement planning committee, and types of follow-up studies. Provided are four self-paced learning activities including performance objectives, information sheets and student self-checks with model answers provided. The fourth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the modules. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

Norton, Robert E. And Others

Competency-Based Vocational Education Administrator Module. Develop Local Plans for Vocational Education: Part I. Leadership and Training Series No. 58B-5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Grant-G007501702

Note-116p.; For related documents see CE 016 503-511 ; Due to colored background, parts may not reproduce clearly

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.25)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Administrator Education, Check Lists, Educational Planning, Inservice Education, Learning Activities, *Learning Modules, Models, *Performance Based Teacher Education, Preservice Education, *Program Planning, *Vocational Education

This learning module on developing local plans for vocational education (Part I) is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It reviews legislative requirements for planning and discusses the role of the vocational administrator and other key personnel in the planning process, a recommended nine-step program planning model is also presented with an overview of the purpose and nature of each step (the first four steps are presented.) Provided are five self-paced learning activities, including performance objectives, information sheets, and student self-checks with model answers provided. The fifth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the module. This module is basically self-contained but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

ED 164 754 CE 016 511

Norton, Robert E. And Others

Competency-Based Vocational Education Administrator Module. Develop Local Plans for Vocational Education: Part II. Leadership and Training Series No. 58B-6.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Grant-G007501702

Note-105p.; Pages containing forms, colored background and small print will not reproduce well. For related documents see CE 016 503-510

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.75)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Administrator Education, Check Lists, Educational Planning, Inservice Education, Learning Activities, *Learning Modules, Models, *Performance Based Teacher Education, Preservice Education, *Program Planning, *Vocational Education

This learning module on developing local plans for vocational education (Part II) is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It focuses on the last five steps of the comprehensive Vocational Education Program Planning Model'' presented in Part I (CE 016 511). Provided are five self-paced learning activities, including performance objectives, information sheets, and student self-checks with model answers provided. The fifth learning activity (performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the modules. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

ED 164 755 CE 016 601

Career Planning Support System Program (CPSS). Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date-28 Oct 77
Contract-NE-C-00-3-0079
Note-14p.; For a related document see ED 146 441
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black Youth, Career Choice, Career Development, *Career Planning, Decision Making, *Females, *Guidance Programs, Instructional Materials, Literature Reviews, *Minority Groups, *Occupational Guidance, Program Evaluation, Program Planning, Research Reviews (Publications), Role Models, Sex Stereotypes, Urban Youth, *Vocational Adjustment, Vocational Maturity

Intended for the developmental practitioner, this report examines literature produced by the Career Planning Support System dealing with career guidance in four major areas: minority youth; women; transition from school to work; and program planning and evaluation. The area of minority youth includes a review of literature on: educational and occupational choice and the effect on achievement; research on the role of significant other influence in the education and occupational choices of black and white urban youth; research in the same area concentrating on females; and a handbook on sources of influence on career decision making. Regarding career development of women, one publication reports the findings of a study that applied two career pattern systems for women to data available on a national sample. Another discusses the representation of careers for women in career guidance materials. Also, a parent handbook is reviewed that examines career implications of sex stereotyping. An instructional unit concerning the transition from school to work is described in detail including titles and prices of instructional packages. A complete set of materials for guidance program planning and evaluation is presented along with prices for the set and single copy prices. This set contains booklets, handout material masters, a filmstrip, and a cassette tape. (CT)

ED 164 756 CE 016 760

Wheeler-Liston, Carol And Others

Occupational Home Economics Education Series. Care and Independent Living Services for Aging. Competency Based Teaching Module.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-OEC-0-74-9140
Note-957p.; Portions of this document will not reproduce well due to poor print quality. For related documents see ED 155 380 and ED 155 383-890
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01760-1)
EDRS Price MF-$1.67 HC-$51.57 Plus Postage.
Descriptors-Adult Development, Behavioral Objectives, Career Ladders, *Educational Gerontology, Employment Opportunities, Food Service, Health Needs, Home Management, Human Relations, *Human Services, Hygiene, Job Skills, Learning Activities, Learning Modules, Legal Responsibility, Nutrition, Occupational Clusters, *Occupational Home Economics, *Older Adults, *Performance Based Education, Postsecondary Education, Secondary Education, Senior Citizens, Student Evaluation, *Visiting Homemakers, Vocational Education

This large training module is intended to help prepare home helpers or others who can provide direct care and can utilize resources to assist older persons. The document presents first a general discussion of the background and rationale behind a series of occupational home economics modules. In addition, the particular module on serving the aging is described in terms of rationale, job description, and career ladders and lattices for care and independent living. Directions to the teacher, a list of modules and competencies, and a series of assessment instruments are also included. The module itself is divided into nine sections and each follows the same format: table of contents, directions to the teacher, competencies, objectives, suggested strategies, references, and resources and two appendixes (learner information sheets and teacher information sheets). Modules are based on the following areas: (1) orientation to and evaluation of the course, (2) job opportunities and expectations for aging services, (3) understanding aging, (4) human relations skills, (5) meeting personal care needs, (6) nutrition and food handling for aging services, (7) meeting home management needs, (8) meeting health care needs, and (9) legal and ethical concerns. (For related documents see ED 155 380 and ED 155 383-390.) (CSS)

ED 164 757 CE 016 805

The Measurement of Logical Judgements in Adults. (A Research Study Aimed at Adaptation of Tasks for the Measurement of Logical Judgements in Adults).

Clearinghouse of Resources for Educators of Adults, Syracuse, N.Y.
Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.
Pub Date-Dec 77
Note-21p.; Not available in hard copy because of small print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Basic Education, Adult Students, *Cognitive Ability, Cognitive Measurement, Cognitive Tests, Educational Research, *Language Ability, *Language Learning Levels, *Logical Thinking, *Reading Comprehension, Reading Level
Identifiers-California Achievement Test, *Peel

To determine the relationship between reading comprehension and the measures of logical judgement and concepts of language, forty-one adult basic education students were tested using the California Achievement Test and Peel's tests of logical judgement. The findings include the following: (1) concepts of language structure vary in adults; (2) the degree of success on the language concepts measure covaries with the reading level for adults in a basic education program; (3) logical judgement was not found to be related to achievement; and (4) the results were similar across sex and ethnic groups. (EM)

ED 164 758 CE 017 049

Shimberg, Benjamin

Statement before Subcommittee on Monopoly, Small Business Committee, United States Senate, Washington, D.C.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.
Pub Date-7 Jun 77
Note-16p.; Paper presented before the Subcommittee on Monopoly, Small Business Committee, United States Senate (Washington, D.C., June 7, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accountability, *Certification, Consumer Protection, Discipline Problems, Evaluation Methods, Federal Government, Federal Regulation, Federal State Relationship, *Governance, Government Role, Legislation, Qualifications, Role Conflict, Self Evaluation, *State Licensing Boards, Testing
Identifiers-*Occupational Licensing Boards

Self-regulation by autonomous occupationally-dominated boards creates an inherent conflict of interest. Consumers are wondering whether what they get by way of protection is worth the economic and social costs. Perhaps the weakest links in the regulatory chain are enforcement and discipline. Few practitioners are suspended or have their licenses revoked for incompetence. Grounds for suspension and revocation often require so much proof that even repeat offenders are seldom disciplined. Questions need to be asked. Would the absence of regulation significantly endanger the public health, safety, or welfare? Are there better methods of regulation? Also concern has been expressed about testing in order to gain licenses. Are tests and other screening procedures objective, reliable, and valid? Other concerns are evaluations, consistency with legislative intent, responsiveness to consumers, disciplinary actions, and accountability to the public, press, and legislature. These problems call for structural changes in the way licensing is organized and in the authority/accountability structure. Some encouraging developments in the area of regulatory reform have been taking place in Wisconsin. For example, an Occupational Standards Board has been created to review licensing rules and actions. In addition, the federal government should establish a clearinghouse for information and guidance, review the actions of the Intergovernmental Personnel Act, set up a grant program to help states deal with licensing problems, and increase consumer awareness. (CT)

ED 164 759 CE 017 058

Braden, Carole Lorraine

Compulsory School Attendance Laws and the Juvenile Justice System. Criminal Justice Monograph, Vol. VIII, No. 3, 1978.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date-78

Note-33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Alternative Schools, *Attendance, Child Labor Legislation, Civil Rights, *Delinquency, Delinquent Behavior, Educational Alternatives, Justice, *Juvenile Courts, Legislation, Supreme Court Litigation, *Truancy, Youth Problems

Identifiers-United States

The study reported here examines the relationship between compulsory attendance laws and the juvenile justice system in the United States. The content is presented in five chapters. The first, an introduction, covers the purpose, limitations, and procedure of the study. Chapter 2 explores the historical development of compulsory school attendance and child labor legislation. The next chapter examines the beginnings of the juvenile court and current problems related to compulsory schooling and the juvenile justice system. Chapter 4, through discussion of court decisions, covers current movements and trends related to children's rights in relation to the school, juvenile justice system, and community. Alternatives to compulsory schooling and correctional intervention with truants are explored in the last chapter. A bibliography is attached. (EM)

Joseph, Myron L.

Selection and Performance in a Gas Utility Company. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Graduate School of Industrial Administration.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No.-DLMA-21-42-73-43-5

Pub Date-May 78

Note-98p.

Available from-National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Affirmative Action, Aptitude Tests, Blacks, Employment Experience, *Employment Practices, Employment Qualifications, Employment Services, Females, Intelligence Tests, Job Skills, Job Training, *Labor Turnover, Personnel Data, *Personnel Selection, *Promotion (Occupational), Racial Discrimination, Recruitment, Salaries, Sex Discrimination, Skilled Workers, Statistical Analysis, *Task Performance, Unskilled Workers, *Utilities

A study of employment procedures at an unnamed gas utility company was made, examining selection procedures, white and blue collar employee performance, promotion rates, and turnover. The data is based on application files, interviews with management personnel, and employee records. The company relied primarily on walk-ins and employee referrals for its job applicants. Private employment agencies were used for some specialized white collar jobs. Social agencies and the employment service were sources of black applicants. The company's selection

procedures included informal and subjective elements that led to employment preference for white applicants who were related to company employees. Black employees were hired primarily as a consequence of explicit affirmative action by the company's personnel office at headquarters. Variables that had a significant effect on the screening and hiring of new employees were referral sources, aptitude and intelligence tests, and evidence of specific skills and experience. The data suggested the possibility of discrimination against blacks and female employees in performance ratings and promotions. Both blue and white collar workers appeared able to improve their performance indicators through technical job-related courses made available or supported by the company. Short run turnover was highest for employees who were young, female, or black, and who had transferable skills. (Appended are statistics and procedures used in the study.) (Author/CT)

ED 164 761 CE 017 155

Technical and Vocational Education. Occupational Basic Training. Council for Cultural Cooperation, Strasbourg (France). Committee for General and Technical Education.
Report No.-CCC/EGT-(77)-30-E
Pub Date-78
Note-84p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Course Content, Definitions, Developed Nations, Educational Development, Educational Objectives, Educational Programs, Foreign Countries, *Job Analysis, Job Skills, *Job Training, *Occupational Clusters, Occupational Mobility, Program Planning, *Systems Analysis, Systems Concepts, Technological Advancement, *Vocational Education

The three papers compiled here on vocational and technical education in Europe were prepared and discussed by experts in the course of three meetings held in 1977. Focus is on polyvalent occupational training, which prepares students for maximum adaptability to technical and social changes and for occupational mobility. The first paper describes ways in which polyvalent training can be achieved and defines basic occupational training in terms of considerations external to and within the training system. The second paper deals with systematic analysis applied to the conception of a basic occupational training course and includes skills and educational objectives; structural analysis of three levels of a system (learning, production, and social); and relationships among social behaviors, production activities, and educational contents. The next paper covers the role of work systems analysis in the determination of occupational skills to be developed in education and training. The last paper discusses the concept of occupational families in relation to occupational training, including aims, implications, methods, and contents. (EM)

ED 164 762 CE 017 220

Kotrlik, Joe W.

Suitability of Available Student Materials for Individual and Group Instructional Purposes in Texas Vocational Agriculture Programs. A Summary Report of Research.

Texas A and M Univ., College Station. Dept. of Agricultural Education.
Pub Date-May 78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Demography, Educational Needs, Geography, *Instructional Materials, Research Needs, Secondary Education, State School District Relationship, Student Teacher Ratio, *Teacher Attitudes, Teaching Methods, Tenure, *Textbook Content, *Textbook Evaluation, *Vocational Agriculture
Identifiers-Texas

Because of the large number of vocational agriculture programs in Texas public schools and the large sum expended annually on their curriculum materials, a study was undertaken to determine the suitability of single topic student materials and of state adopted textbooks for both group and individual instructional purposes. From a random sample of 425 vocational agriculture teachers chosen to be surveyed, 400 returned the opinionnaire. Based on a statistical analysis of their responses, the following were concluded: (1) both single topic student materials and state adopted textbooks should continue to be used in Texas for both individual and group instructional purposes; (2) a majority of teachers favor single topic student materials over state adopted textbooks; (3) teachers prefer hardbound to paperback student materials; and (4) teachers in different geographical areas perceive different needs in student materials. The following topics were recommended for future studies: the relationship between the teachers' viewpoints and factors such as geographical location, department size, tenure level, and average number of students per teacher; an assessment of which state adopted textbooks are not up-to-date and technically accurate; and the replication of this study in other states for the basis of comparison and after five years in Texas to determine if deficiencies in student materials have been corrected. (ELG)

ED 164 763 CE 017 386

Welch, Thomas A.

Massachusetts Occupational Information System (MOIS). Annual Progress Report, December 31, 1976-December 31, 1977. Second Year of Operation.

Massachusetts Occupational Information System, Wellesley Hills.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Jan 78

Note-91p.; Parts marginally legible; Best copy available

Available from-National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Annual Reports, Delivery Systems, Information Dissemination, *Information Services, *Information Systems, *Occupational Information, *Organization, Program Administration, Program Costs, *Program Evaluation, Public Relations, State Programs, Tables (Data)
Identifiers-*Massachusetts

The second annual progress report of the Massachusetts Occupational Information System (MOIS) describes the activities and strategies of the MOIS in 1977. The report is divided into seven sections. The Administrative and Organizational Information section considers the highlights of the year, contains a chart illustrating the growth of the system, describes the board of directors, and contains the in-service training schedule for MOIS. Section 2, Information Development, lists the project's emphases for the year, describes its occupational information activities, and the results of its study of emerging industries. This section also describes the MOIS files for training programs, school information, and financial aid. Section 3, Delivery System, concentrates on the way in which MOIS disseminates information, focusing on computer centers, communication links, and user terminals. Section 4, User Services, is discussed in terms of objectives, end product, price, delivery, promotion and marketing (corporate identity, advertising, newsletter, trade shows, etc.), and publicity (audio/visual and print media). In section 5, Evaluation activities are explained in terms of data tables and a brief description of methodology. The final quarterly financial information report is included, along with a discussion of future plans. Appended are school topic codes, computer centers and multiplexer locations, an evaluation survey, and a user survey. (CT)

ED 164 764 CE 017 494

DeVany, Arthur S. And Others

Supply Rate and Equilibrium Inventory of Air Force Enlisted Personnel: A Simultaneous Model of the Accession and Retention Markets Incorporating Force Level Constraints. Final Report for Period July 1969-June 1976.

Resources Research Corp., College Station, Tex.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-10
Contract-F33615-77-C-0056
Note-103p.; Not available in hard copy because of reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Choice, Employment Level, Employment Patterns, Employment Qualifications, *Enlisted Personnel, Job Applicants, Job Training, *Labor Demands, Labor Economics, Labor Market, *Labor Supply, Manpower Needs, *Military Air Facilities, *Personnel Selection, Retention, Unemployment, Wages
Identifiers-Stochastic Models

This research was designed to develop and test a model of the Air Force manpower market. The study indicates that previous manpower supply studies failed to account for simultaneous determination of enlistments and retentions and misinterpreted regressions as supply equations. They are, instead, reduced form equations resulting from joint interaction of Air Force demand and enlistment supply activity. A stochastic process model is used to represent the Air Force manpower market. Variables determining manpower inventory levels, personnel turnover, and new enlistment flows are the mandated force level requirement, Air Force and civilian wages, the unemployment rate, and perceived civilian returns to Air Force-provided training. In the model it is possible to trace the impact of changes in the determining variables upon retention and enlistments. The empirical work supports the simultaneous demand and supply approach developed in the study. The results indicate that (1) changes in force level account for most enlistment rate changes during the all-volunteer force period, (2) higher Air Force wages have improved retention and reduce demand for new enlistments, (3) accessions show lower Air Force Qualifications Test scores, and (4) previous estimates of military manpower supply elasticities are biased downward from true elasticity. (Author/CSS)

ED 164 765 CE 017 588

Arnold, A. Buell

A Study Related to Public Law 93-380, Section 842. Occasional Paper New York State Education Dept., Albany.

Pub Date- 78

Note-58p.; Not available in hard copy due to small and broken type in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Educational Finance, Educational Policy, *Enrollment, Enrollment Rate, Guidelines, Metropolitan Areas, Program Costs, Program Proposals, School Funds, Secondary Education, State Aid, *State Standards, Student Teacher Ratio, Tables (Data), *Teacher Distribution, *Vocational Education

Identifiers-Education Amendments 1974, *New York State

This study of occupational education in New York State school districts provides background information pertinent to the financing of occupational education. It concerns vocational programs for grades 9 through 12 in terms of education which prepares people for employment in occupations requiring less than the baccalaureate degree. The study consists of four main elements in connection with occupational education: (1) state policies; (2) pupil enrollments; (3) classroom-teacher staffing; and (4) costs. These elements were analyzed from the standpoint of determining costs, and to state the resulting findings and conclusions. State policies are explained in terms of several major concepts. Occupational education enrollments for grades 9-12 (1972-73 through 1975-76) are examined, by program area. The numbers of occupational education classroom teachers are shown, and variations in the percentages of teachers in the different program areas are compared. Comparative occupational education costs are reviewed

program by program and city by city using per-pupil costs. Several programs of state aid for occupational education pupils are compared. Findings and conclusions are included along with a list of basic guidelines for funding proposals in occupational education. Data tables illustrate each section. (CT)

ED 164 766 CE 017 611

Uzzell, Geraldine

Career Education Program Newark, New Jersey. Annual Report, 1975-1976.

Newark Board of Education, N.J.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Grant-554AH50593

Note-72p.; Material in Appendixes B and C will not reproduce well. For related documents see ED 114 586 and ED 120 411

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Academic Achievement, Attendance, *Career Awareness, Career Choice, *Career Education, *Career Exploration, Community Involvement, Elementary Secondary Education, Job Placement, Learning Motivation, Parent Participation, Program Effectiveness, *Program Evaluation, Self Concept, *Vocational Counseling, Vocational Education

Identifiers-Education Amendments 1974, New Jersey (Newark)

The Newark (New Jersey) career education program (K-12) was based on three components: elementary career awareness; junior high career exploration; and senior high career guidance and placement. An external evaluation by Fred Streit Associates assessed the attainment of behavioral objectives specified for the program's components to utilize career education to increase student academic achievement and career information from data collected on reading and math achievement test scores, attendance, vocational choice, teacher perception of classroom behavior, and teacher opinion of program effectiveness. When the pre- and post-test scores of program students were compared to those of non-program students, the results were as follow: that program students showed increases in vocational area knowledge, improvement in locus of control scores, increases in career awareness, and improvement in ability to make realistic career choices. Attendance and math and reading achievement showed no improvement for participants. Program teachers perceived an improved difference in classroom behavior of participants; however, no control group or similar rating was done by non-program teachers in their classes. (Major activities of each component are described, with copies of sample activities appended.) (MF)

ED 164 767 CE 017 617

An Evaluation of the Board of Education of Baltimore County Career Education Project: Creating New Groups of Human Resources for Career Education through Strengthening Linkages within and among Schools.

Policy Studies in Education, New York, N.Y.

Spons Agency-Baltimore County Board of Education, Towson, Md.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 76

Note-29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Articulation (Program), *Career Education, Elementary Secondary Education, Evaluation Methods, *Faculty Development, Inservice Teacher Education, *Interinstitutional Cooperation, *Leadership Training, *Program Evaluation, Program Improvement, Resource Centers, School Community Cooperation, School Industry Relationship, Teacher Attitudes

Identifiers-Education Amendments 1974, Maryland (Baltimore County)

The major goal of the Baltimore County (Maryland) career education project (1975-76) was to strengthen the career education programs in fifteen schools, grouped into five clusters, through leadership training programs and through the development of linkages within and among schools and between the schools and the community. Each of the five clusters included one senior high school, one of its feeder junior high schools, and a feeder elementary school. A corps of leaders (cluster council) in each of the fifteen schools was created to carry out the objectives of the project. The major product of the one-year effort was the development of an implementation and linkage guide for school staffs. In assessing project effectiveness, the evaluator concluded that (1) the majority of the fifteen participating schools had created school leaders in career education; (2) institutes conducted for school staffs by three industries were considered very effective; (3) mini-resource centers of career education materials were established well throughout the project schools; and (4) a well designed, comprehensive guide for infusing career education through cluster councils was developed. The one objective not fully met was providing opportunities for school staffs to articulate with their feeder schools. Overall, the evaluator concluded that the project enhanced career education efforts throughout the system. The fifteen cluster councils were involved with 397 teachers who infused career education concepts and ideas to more than 10,000 students. (MF)

ED 164 768 CE 017 647

Texas System for Incremental Quality Increase. Final Performance Report. Period Covered, July 1975 to July 1976.

Texas Education Agency, Austin.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007503736
Note-68p.; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Career Education, Community Resources, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Fused Curriculum, *Inservice Teacher Education, Instructional Improvement, Learning Activities, *Learning Modules, Program Evaluation, Regional Programs, Teacher Workshops, *Writing Skills
Identifiers-Basic Learner Outcomes for Career Education, Education Amendments 1974, Texas

Project activities primarily consisted of curriculum-writing workshops conducted for 503 educators in ten state regions. Workshops included career education orientation, procedures for career education curriculum infusion, and technical assistance in the writing process. The internal evaluation activities focused on assessing the process of infusing career education through career education-curriculum-writing workshops. Internal evaluations also included a critique of the workshop products. To some degree all of the following project objectives were met: (1) to reach a broad sample of teachers, levels K-12, (2) to increase receptivity to career education knowledge and improve career education implementation skills, (3) to familiarize 500 teachers with the set of Basic Learner Outcomes for Career Education and (4) the process used to infuse Basic Learner Outcomes into Subject matter, (5) to familiarize 500 teachers with steps on writing learning activity modules, (6) to develop a process of transmitting career education techniques to classroom teachers, (7) to produce 600 usable learning activities, and (8) to introduce teachers to available business, labor, and community resources as a means for infusing career education. (Among the appendixes are the participants' evaluation of phases 1 and 2 of the career education curriculum-writing workshops and the final external evaluation report.) (CSS)

Career Education Program in Social Studies. Final Report.

Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Sep 76
Grant-G007503741
Note-73p.; Some portions of this document may not reproduce well due to colored paper and/or small print; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Career Education, *Curriculum Development, Curriculum Evaluation, *Faculty Development, *Fused Curriculum, Information Dissemination, Program Development, Program Evaluation, Resource Materials, *Social Studies, *Workshops
Identifiers-Education Amendments 1974

The Career Education program in Social Studies was designed to achieve two major goals; (1) to assist school districts in developing a career education program that would be more meaningful to students and would help them make better, more informed decisions about life in the world of work; and (2) to assist teachers and curriculum decision makers in making career education an integral part of their social studies program. To accomplish these goals, teacher resource materials were developed, nationwide workshops were conducted, and a significant dissemination effort was carried out. Several on-going resource and curriculum development projects and evaluation activities were initiated. Most of the products were reviewed or field tested and revised based on that feedback. In addition, the four workshops were evaluated by an independent evaluator. Among the findings were that the workshops (1) contributed to significant gains in understanding of the philosophy and audience of career education, and (2) increased the participants' confidence about infusing career education in the schools of their community. (The workshop final report and evaluation instrument are appended.) (Author/BM)

ED 164 770 CE 017 657

Secondary Career Education Project. Final Performance Report.

Roseville Area School District 623, Minn.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Grant-G007503738
Note-90p.; Not available in hard copy due to thin type in original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, Career Exploration, Career Planning, *Community Involvement, *Curriculum Development, Decision Making Skills, *Faculty Development, Interpersonal Competence, Junior High Schools, Mainstreaming, Program Attitudes, *Program Effectiveness, *Program Evaluation, Program Improvement, Resource Centers, Secondary Education, Self Concept, Senior High Schools, Stereotypes, Work Attitudes
Identifiers-Education Amendments 1974

The Roseville Area Schools' secondary career education project was based on a broad definition of career education, emphasizing career development as a lifelong process. About thirty community members, students, and district staff participated on project advisory or task force committees. About one-third of the professional certified district staff members participated in at least one of the staff development options which included college courses and an internship exchange program with business and community agencies. A major component of the project was to develop and field-test a grade 7-12 career education curriculum that would contribute to the attainment of five student outcome objectives. Sixty-four staff members were involved in the development and/or field testing, and a total of 765 class lessons were developed that covered all five student outcome areas at both the junior and senior high levels. In general, the students expressed the perception that they had a better understanding of career-related concepts as a result of working on the curriculum units. Attainment of student outcomes also was measured by testing the students before and after the curriculum units with an instrument specifically developed for each unit. Overall, the results of this testing indicated little difference between pre and post test scores. Teacher reactions to the career education curriculum were favorable. In addition, career learning centers were established in three schools and efforts were made to deal with problems of racial and sexual stereotyping and mainstreaming of the handicapped. (Author/BM)

ED 164 771 CE 017 687

Crow, Karen, Comp. Martin, Joan, Ed.

Consumer Education: Consumer Education I and Consumer Education II. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego State Univ., Calif.; San Diego Unified School District, Calif.

Pub Date-Mar 78

Note-60p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, *Consumer Education, *Course Content, Course Descriptions, *Course Objectives, *Course Organization, Cultural Awareness, *Curriculum Development, Curriculum Guides, Decision Making, *Family Life Education, Home Economics Education, Human Development, Money Management, Program Development, Purchasing, Secondary Education

Identifiers-California (San Diego)

Consumer education course objectives, content analysis, supporting objectives, and content generalizations are presented in this teacher's guide for Consumer Education 1 and 2 for the San Diego Unified School District. Course objectives are aimed at several areas of consumer and family studies: consumer education, cultural awareness, human potential (including sex stereotyping), and career education. A grid is included to summarize and show quickly how each course objective relates to these four emphases. A course rationale, description, objectives, and goals are given for Consumer Education 1 and 2. Areas studied under content analysis include: life styles; decision making consumer behavior; consumer in the economy; rights and responsibilities; money management; savings; borrowing; buying (food marketplace, clothing, transportation, housing and home furnishings); environment; and employment and employability. Suggested time sequences are also listed. These same areas are then considered from the standpoint of objectives and accompanying content generalizations. (CT)

ED 164 772 CE 017 712

Project EPIC. Educational Preparation for Involvement in Careers. Career Education Demonstration. K-12 Low Income Students. Final Report, 1975-1976.

Jefferson County Public Schools, Louisville, Ky. Office of Career Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Grant-G007503402
Note-423p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 713-716, ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Economically Disadvantaged, Elementary Secondary Education, Experiential Learning, Low Income Groups, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Self Concept, Surveys, Tables (Data), *Urban Schools, Vocational Education, Work Attitudes
Identifiers-Education Amendments 1974

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

Texas Telecomputer Grid/Bilingual Career Education Demonstration Project. Final Project Performance Report.

American Technological Univ., Killeen, Tex.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007503401
Note-193p.; Several pages in this document may not reproduce well due to small print or poor print quality. For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Adult Education, Basic Skills, *Bilingual Education, Career Choice, *Career Education, Computer Assisted Instruction, Computers, Delivery Systems, Demonstration Projects, Educational Research, Educational Technology, Evaluation, Failure Factors, Instructional Media, Job Search Methods, *Program Development, *Program Effectiveness, Research Needs, Spanish Speaking, State Programs, Success Factors, *Teaching Methods, *Telecommunication, Television, Tenure
Identifiers-Education Amendments 1974, Texas

A demonstration project was conducted in 1975-76 at three locations in Texas to show the effectiveness of the Texas Telecomputer Grid (TTG) as a teaching method in bilingual career education. (TTG is a system designed to connect regional concentrations of computer and television resources by microwaves to transmit televised programs, computer information, and face-to-face conversations without the use of telephones.) A course, entitled The World of Work: Career Orientation for Adults,'' was developed to incorporate the basic skills of reading, writing, and arithmetic into the topics of job choice, search, and tenure. Of the 218 adult students who enrolled in the course, the 74% who participated in the evaluation study were for the majority Spanish-surnamed. Except in the area of affective development toward careers and education (which reflected little difference), TTG was found to be more effective than conventional teaching methods, and, in general, to be a flexible, viable delivery system for bilingual career education. Further study is needed to explore (1) the learning style of Spanish-speaking adult students, (2) the application of TTG to other areas of career education, and (3) other possible uses of TTG's ability to simulate face-to-face conversations. (ELG)

ED 164 774 CE 017 725

Phasing in Career Education Systematically (PICES) Project, 1975-1976. Final Report.

Education Service Center Region 10, Dallas, Tex.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Grant-G007503740

Note-506p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411

EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors-Attitudes, *Career Education, Cognitive Development, *Curriculum Development, Elementary Secondary Education, Fused Curriculum, Information Dissemination, Measurement Instruments, *Needs Assessment, *Program Administration, *Program Evaluation, Questionnaires, Research Methodology, *Sequential Approach, Teaching Methods

Identifiers-Education Amendments 1974, Garland Independent School District TX, Kaufman Independent School District TX, Royse City Independent School District TX, Texas, Wilmer Hutchins Independent School District TX

The design of the Phasing in Career Education Systematically (PICES) project was based on two data centered systems, sequencing and needs assessment. Four Texas independent school districts participated in the project which directly involved 986 students, 69 teachers, and 27 administrators. Some of the major activities conducted in each district were the following: development of an administrative management plan; completion of a four-component needs assessment; sequencing of 177 basic learner outcomes for career education into the existing K-12 curriculum; development of curriculum, instructional strategies, and infusion techniques; and administration of pre- and posttest to determine the effects of career education instruction on students and teachers. A procedural manual was also developed. Process, product, and impact evaluation strategies were utilized in evaluating the PICES project. Continuous reviews indicated that the project was conducted in strict accordance with the proposal objectives. The management system, the design and procedures for sequencing career education instruction, the comprehensive needs assessment, and the techniques for instructional preparation were found to be of high quality by the evaluators. Significant gains in positive teacher attitudes toward career education were observed. The impact of the project in terms of producing significant cognitive or affective gains among teachers and students was found to be negligible. Various dissemination activities were also conducted. (Appendix materials, which comprise the bulk of this document, include plans, data gathering forms, reports, evaluation plans, etc., which were used throughout project districts.) (Author/BM)

ED 164 775 CE 017 730

Classrooms beyond School Walls for Grades K-12. Mamaroneck Career Education Project. Final Report.

Mamaroneck Union Free School District 1, N.Y.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502352
Note-69p.; Not available in hard copy due to thin type in original document; For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Development, *Career Education, Community Involvement, Demonstration Projects, Educational Needs, Educational Objectives, *Educational Programs, *Elementary Secondary Education, English Education, *Experiential Learning, Financial Needs, Information Dissemination, Instructional Materials, Internship Programs, Journalism Education, Learning Activities, Models, Needs Assessment, Personnel Needs, *Program Development, *Program Evaluation, Science Education, Student Attitudes, Success Factors, Teacher Attitudes
Identifiers-Education Amendments 1974

This document contains two reports on the Classrooms beyond Walls Career Education Project conducted by the Mamaroneck Union Free School District and the Sound Consortium for grades K-12 in the 1975-76 school year. The final report summarizes the project's major objectives (increasing self-awareness and decision-making skills, training teachers in curriculum modification for career education, and coordinating more closely in the world of work and education), the learning activities of the school districts in the Consortium, the dissemination activities and goals of the Consortium, and the special problems of financial support and staff hiring and training. The summative evaluation report which was prepared by a third party discusses the preparation, administration, and analysis of (1) career education pretests/posttests for senior and eighth-grade English classes, high school science classes, and fifth- and sixth-grade newspaper units; (2) a pretest/posttest for the Career Internship Program, and (3) a staff questionnaire on attitudes toward career education. Recommendations in the evaluation report include the following: since community involvement is fundamental to this project, teachers and students need to learn more about and utilize more fully community employers and opportunities for educational experiences; career education classroom materials, such as curriculum guides, need to be developed; and a conceptual framework for career education should be created, describing the program content, its relationship to other subjects, and its sequencing over grades K-12. (ELG)

Armstrong, John A.

Oregon Consortium for Incremental Development of Exemplary Career Education Programs, 1975-76. Phase I. Final Report.

Portland Public Schools, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 76
Grant-G007507041
Note-185p.; Not available in hard copy due to reproducibility problems. For related documents see ED 114 586 and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Consortia, Cooperative Planning, Curriculum Development, Elementary Secondary Education, *Evaluation Criteria, Faculty Development, Information Dissemination, Occupational Guidance, Program Development, *Program Evaluation, *Program Improvement, School Districts, Student Participation, *Telecommunication
Identifiers-Amity School District OR, Beaverton School District OR, Clatsop Intermediate Education District OR, David Douglas School District OR, Education Amendments 1974, Oregon, Portland School District OR

The Oregon Consortium for Incremental Development of Exemplary Career Education Programs had three major thrusts: (1) plans were made to upgrade levels of career education (K-12) based on 14 specified assessment categories; (2) each of the five participating consortium districts focused its efforts on one specific program category (the program categories were career guidance, staff development, curriculum processes, student participation, and communications); and (3) the criteria of the fourteen career education assessment categories were used, examined, and revised. Major emphasis was given to maximum ongoing, two-way flow of intraconsortium information between the project director and district coordinators, between target schools and other schools in consortium districts, and between consortium districts; and intrastate, between consortium districts and other Oregon school districts. At the end of phase I of this three-year project, the consortium had accomplished all its objectives, except for the pilot testing of the revised Career Education Assessment Guide Criteria. Plans were made for several schools to undertake this task the following year. The most visible results of the project were the five how-to-do-it'' models on career guidance, staff development, student participation, curriculum, and communication. These models were disseminated to schools throughout the state and nation. (Author/BM)

ED 164 777 CE 017 740

CERES: Career Education Responsive to Every Student. Final Report.

Ceres Unified School District, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-G007506902
Note-201p.; Not available in hard copy due to small print in original document; For related documents see CE 017 741, ED 114 586, and ED 120 411
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Articulation (Program), *Career Development, *Career Education, Community Involvement, Curriculum Development, Educational Administration, Educational Change, Educational Objectives, Educational Problems, *Elementary Secondary Education, Evaluation Methods, Failure Factors, Information Dissemination, Instructional Materials, Models, Occupational Guidance, *Program Development, Sex Stereotypes, Special Education, Success Factors, Teacher Education, Vocational Education
Identifiers-Education Amendments 1974

This report summarizes the development of a model career education program called CERES (Career Education Responsive to Every Student), which was designed to infuse career education concepts into elementary and secondary school curriculum and to articulate a curriculum structure to aid students in career choice and preparation. Following an Introduction (chapter I), chapter II focuses on the accomplishments of the program's components: elementary, junior high, and senior high school instruction; adult and vocational education; guidance; handicapped instruction; teacher inservice and preservice training; and project administration. Chapter III reviews problems and changes in the project, including the lack of clear objectives and activities and the difficulty of articulating and integrating regular and special education. Chapter IV delineates the dissemination effort made both within and outside of the school district. Chapter V describes special activities for the reduction of sex stereotyping. Following a chapter on

evaluation methods (both external see CE 017 741 and internal evaluation were used), chapter VII draws the following conclusions: (1) important elements for the project's success were inservice education for curriculum change and board-of-education and community support; (2) academic achievement was favorably impacted by a career education thrust; (3) commercial curricular materials were not appropriate so that local materials were developed; and (4) the project was successful in meeting its primary objectives. (ELG)

ED 164 778 CE 017 835

Fethke, Gary C. And Others
An Investigation of the Conceptual and Qualitative Impact of Employment Tax Credits.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date-Aug 78
Note-117p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 ($2.50; 10-25 copies, 10% off; 26-50, 15% off; 51-100, 20% off; 100+, 25% off)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Calculation, Conceptual Schemes, *Credit (Finance), Data Analysis, *Federal Aid, Federal Programs, *Finance Reform, Financial Policy, Fiscal Capacity, *Labor Economics, *Manpower Development, Manpower Utilization, Program Costs, Program Descriptions, Program Effectiveness, Program Evaluation, Revenue Sharing, Tables (Data), Tax Support
Identifiers-*Employment Tax Credit

The study reported here provides a theoretical and empirical framework for the analysis of employment tax credit policy (a government subsidy or business tax credit to firms who maintain or expand their use of labor). Various programs are examined from the standpoint of structure and implications. The programs are selective employment incentive; foreign employment credit, broad-based employment credit, and the new jobs tax credit. Literature is reviewed pertaining to economy-wide programs, including selective and broad-based employment credit programs. The effects of employment tax credits on individual firms are also examined. Then, the aggregate implications of employment tax credits are analyzed from the perspective of a complete macro-economic model of the economy. The model includes various employment tax credit parameters and accommodates several alternative methods for financing the program. Also included is an empirical evaluation of the impact of an employment tax credit on the U.S. economy and a comparison of the cost of the program with public service employment alternatives. Appended are explanations of aggregate formulation, consumption calculation formulas, and references. Flow charts, tables, and other graphics illustrate many key points. (Author/CT)

ED 164 779 CE 017 858

Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-31 Dec 77

Grant-G007603754

Note-130p.; For related documents see CE 017 859-871 ; Parts of appendix marginally legible

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Adult Education, *Business Education, *Business Skills, *Curriculum Development, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, Management Education, *Performance Based Education

Identifiers-Final Reports, Small Businesses

The purpose of this project was to develop, administer, and evaluate an inservice education program designed to provide entrepreneurial competencies for owner-managers of newly formed small business firms. The project objectives included the following: (1) identify the core-crucial managerial-entrepreneurial competencies needed by the owner-managers; (2) prepare a series of competency-based individualized instructional modules; and (3) recruit and enroll a minimum of twenty-five owner-managers of newly formed business firms in a program of study which featured an individualized format. A review of the literature was undertaken to identify the reasons for failure of small business firms, determine needed owner-manager competencies, and determine the content for a training program. From the literature review a final list of twenty-four competencies was developed. From the list, twelve instructional modules were written featuring audio cassettes and materials published by the Small Business Administration. A training program for twenty-seven owner-managers was conducted using the modules and monitored by a teacher-counselor trained for this purpose. Evaluation of the project included an assessment by teacher-counselors, owner-managers, and a third-party evaluator. Based upon the findings of the study, it was concluded that the self-paced study was an acceptable approach to the development of competencies needed for the successful operation of small businesses. (JH)

ED 164 780 CE 017 859

Achieving Success in Small Business. An Educational Program for New Small Business Owner-Managers.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-13p.; For related documents see CE 017 858-871

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Guides, Independent Study, Individualized Instruction, *Learning Modules, Management Education, *Performance Based Education, Worksheets
Identifiers-Small Businesses

This document is a guide to twelve competency based modules designed to develop management skills for small business owner-managers. Provided are the following sections: description of module format; the role of the teacher counselor; study habit suggestions; My Blueprint for Success'' (to be completed after each module, its purpose is to allow the learner to summarize the concepts taught), and a list of references for each module. (JH)

ED 164 781 CE 017 860

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Success in Small Business: Luck or Pluck?

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007603754

Note-28p.; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871; A pamphlet titled The Business Failure Record,'' which is a part of this module, is available from Dun & Bradstreet, Inc., 99 Church Street, New York, New York ($0.25 per pamphlet)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Performance Based Education, *Success Factors

Identifiers-Small Businesses

This self-instructional module on success in small business is the first in a set of twelve modules designed for small business owner-managers. Competency objectives for this module are (1) ability to evaluate chances of success based upon one's personality and knowledge of good business practices and (2) ability to determine one's commitment to small business success. Provided are information sections on the realities of small business management (the rewards, the sacrifices, why so many failures, the successes). Also included are learning activity which is a checklist for evaluating one's chances of business success, three pamphlets from the Small Business Administration (Factors in Small Business Success or Failure,'' The Enterprising Man,'' and Personal Qualities Needed to Manage a Store''), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 782 CE 017 861

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Estimating Your Business Potential.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-19p.; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Performance Based Education
Identifiers-*Business Potential

This self-instructional module on estimating your business potential is the second in a set of twelve modules designed for small business owner-managers. Competency objectives for this module are (1) identify potential customers who are most likely to purchase your goods and services and (2) estimate the volume of goods and services you can expect to sell. Provided are information sections on factors to be considered in estimating business potential (economic conditions, customer characteristics, and competition), sources of assistance in making estimates, two learning activities (checklists to estimate business potential and questions to be answered about current and potential customer population), one pamphlet from the Small Business Administration, Pleasing Your Boss, The Customer, (which considers why customers buy, where they buy, and when they buy), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 783 CE 017 862

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Determining Capital Needs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 77

Grant-G007603754

Note-33p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, Business Education, *Business Skills, Capital, *Credit (Finance), *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, Loan Repayment, *Management Education, *Money Management, *Performance Based Education

Identifiers-Small Businesses

This self-instructional module on determining capital needs is the third in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify factors which must be considered when you begin the search for additional funds and (2) identify the sources of additional funds. Provided are information sections on estimating money need, where funds can be borrowed, sources of funds, and improving your chances of acquiring additional funds. Also included are two learning activities consisting of worksheets to be filled out to determine the amount of capital needed to operate a business, two pamphlets from the Small Business Administration ("Sound Cash Management and Borrowing" and "The ABC's of Borrowing," which discuss cash budget forecasting and cash flow for repaying a loan), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 784 CE 017 863

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Creating an Effective Business Image.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007603754

Note-22p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Performance Based Education

Identifiers-Small Businesses

This self-instructional module on creating an effective business image is the fourth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the key factors which contribute to formation of a business image and (2) assess your current image and determine if it communicates the appropriate impression to the public. Provided are information sections on why be concerned about a business image and elements which shape a business image (e.g., appearance, personnel, type of merchandise, advertising). Also provided are two learning activities designed to assess the basic elements which shape a business image and to assess a philosophy of doing business, one pamphlet from the Small Business Administration (Knowing Your Image''), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 785 CE 017 864

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Developing Your Sales Promotion Plan.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-22p.; Not available in hard copy due to small print; For related documents see CE 017 858-871
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Merchandising, *Performance Based Education, Planning, Salesmanship
Identifiers-Small Businesses

This self-instructional module on developing your sales promotion plan is the fifth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) describe the role of advertising, display, and personal selling in a sales promotion plan and (2) develop an effective sales promotion plan which incorporates advertising, display, and personal selling. Provided are information sections including a four-step advertising plan, functional purposes of displays, four steps in personal selling, one learning activity which is designed to develop a comprehensive sales promotion plan; two pamphlets from the Small Business Administration (``Checklist for Successful Retail Advertising'' and ``Interior Display: A Way to Increase Sales''), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 786 CE 017 865

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Developing Ads That Produce Results.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007603754

Note-18p.; Not available in hard copy because of small print in the original document; For related documents see CE 017 858-871

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Individualized Instruction, Learning Modules, *Management Education, *Merchandising, *Performance Based Education, Publicize

Identifiers-Small Businesses

This self-instructional module on developing ads that produce results is the sixth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify three guidelines to be considered when you invest money in advertising, (2) identify the five basic elements of a printed advertisement, and (3) identify four guidelines to be considered in the development of radio and television commercials. Provided are information sections relating to the module competencies, two learning activities (the design of a business ad and preparation of a 30-second radio commercial), one pamphlet from the Small Business Administration (Measuring the Results of Advertising''), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 787 CE 017 866

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Profits through Effective Management.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-22p.; Not available in hard copy because of light print in the original document; For related documents see CE 017 858-871
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Performance Based Education, *Planning
Identifiers-Small Businesses

This self-instructional module on improving profits through effective management is the seventh in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) apply planning and organizing skills in the operation of a business and (2) implement effective time management practices. Provided are information sections on the four basic elements of management, two learning activities (time management checklist and development of a simple management plan), two pamphlets from the Small Business Administration (``Breaking the Barriers to Small Business Planning'' and ``Delegating Work and Responsibility''), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 788 CE 017 867

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Merchandising: The Key to Greater Profits.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007603754

Note-32p.; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Merchandising, *Performance Based Education, Salesmanship

Identifiers-Small Businesses

This self-instructional module on merchandising is the eighth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the elements of a balanced merchandise plan and (2) implement a workable plan to meet the needs of a business. Provided are information sections on the elements of a merchandise plan (type, quantity, price, quality, timing and place) and on planning a merchandise/service offering; one learning activity (development of a product/service offering plan); three pamphlets from the Small Business Administration (A Pricing Checklist for Managers,'' Stock Control for Small Stores,'' and Sweeping Profit Out the Back Door''); and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 789 CE 017 868

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Business Records: Good Medicine Tastes Bad.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-50p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Education, *Business Skills, *Distributive Education, Filing, Independent Study, Individualized Instruction, Learning Modules, *Management Education, Payroll Records, *Performance Based Education, *Recordkeeping, Records (Forms)
Identifiers-Small Businesses

This self-instructional module on business records is the ninth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the records required for business operations and (2) describe the important uses of business records. Provided are information sections (reasons for records, parts of a minimum system, steps in opening a business checking account, example of a payroll record, a filing method, and sources of recordkeeping assistance; one learning activity (identification of the records required for business operations through phone calls to the Internal Revenue Service, a State Department of Taxation, and city court officials); four pamphlets from the Small Business Administration (Keeping Records in Small Business,'' The Federal Wage-Hour Law in Small Firms,'' Accounting Services for Small Service Firms,'' and Recordkeeping Systems: Small Store and Service Trade''); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 790 CE 017 869

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Employee Selection, Training and Supervision.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-G007603754

Note-24p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Business Education, Business Skills, *Distributive Education, Employer Employee Relationship, *Employment Interviews, Employment Qualifications, Independent Study, Individualized Instruction, *Job Applicants, Job Training, Learning Modules, *Management Education, *Performance Based Education, *Personnel Selection

Identifiers-Small Businesses

This self-instructional module on improving employee selection, training, and supervision is the tenth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) describe the three-step approach to selecting effective employees and (2) describe two of the most important characteristics possessed by successful supervisors. Provided are information sections; one learning activity (rating factors related to employee satisfaction); three pamphlets from the Small Business Administration (``Finding and Hiring the Right Employees,'' ``Hiring the Right Man,'' and ``Matching the Applicant to the Job''); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 791 CE 017 870

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Assessing the Health of Your Business.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-29p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871; A pamphlet titled Key Business Ratios,'' which is part of the reading materials for this module may be ordered from Dun & Bradstreet, Inc., 99 Church Street, New York, New York ($0.25 per pamphlet)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, Learning Modules, *Management Education, *Money Management, *Performance Based Education, *Recordkeeping
Identifiers-Small Businesses

This self-instructional module on assessing the health of your business is the eleventh in a set of twelve modules designed for small business owner-managers. The competency for this module is to assess the financial condition of your business. Provided are information sections (key business records, balance sheet and profit and loss statements, and four basic questions when examining the balance sheet and the profit and loss statement); one learning activity (a balance sheet and profit and loss statement exercise); three pamphlets from the Small Business Administration (Controlling Cash in Small Retail and Service Firms,'' Analyze Your Records to Reduce Costs,'' and Is Your Cash Supply Adequate?''); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 792 CE 017 871

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Protection for You and Your Business.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-G007603754
Note-38p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-870
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Business Education, *Business Skills, *Distributive Education, Independent Study, Individualized Instruction, *Insurance Programs, Learning Modules, *Legal Aid, *Management Education, *Performance Based Education
Identifiers-Small Businesses

This self-instructional module on protection for you and your business is the twelfth in a set of twelve modules designed for small business owner-managers. Competencies for this module (1) determine when to seek professional advice from an attorney or insurance agent and (2) identify insurance coverage essential to the operation of a small business. Provided are information sections (points to consider in developing an insurance plan and when to consult an attorney); one learning activity (a checklist to determine the types of business insurance needed); three pamphlets from the Small Business Administration (Legal Services for Small Retail and Service Firms,'' Insurance Checklist for Small Businesses,'' and Business Life Insurance''); and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH)

ED 164 793 CE 017 898

Charters, Alexander N., Comp.

Adult Education Masters' Theses and Doctoral Dissertations on Microfilm in Syracuse University Libraries.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency-Syracuse Univ., N.Y. University Council on Education for Public Responsibility.; Syracuse Univ., N.Y. Univ. Libraries.

Pub Date-Jun 77

Note-166p.; Not available in hard copy due to small print in the original document

Available from-Publications in Continuing Education, Education Media, 224 Huntington Hall, School of Education, Syracuse University, Syracuse, New York 13210 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Accreditation (Institutions), Administration, Adult Basic Education, Adult Counseling, *Adult Education, Adult Learning, Adult Programs, Adult Students, Church Programs, Comparative Education, *Doctoral Theses, Educational Finance, Educational History, Educational Legislation, Educational Research, Educational Resources, Educational Trends, Evaluation, Extension Education, Family Life Education, Foundations of Education, Futures (of Society), Health Education, Higher Education, High School Equivalency Programs, Instruction, *Masters Theses, Methods Research, Microfilm, Military Training, Professional Personnel, Program Development, Rural Extension

Identifiers-Syracuse University NY

Over 700 masters' theses and doctoral dissertations in adult and continuing education are included in this listing of microfilms available through the Syracuse University library system. Each entry is listed under one or more of the following descriptive subject headings: accreditation, administration, agencies, communications, comparative, counseling, evaluation, finances, foundations, futures, history, instruction, learning, legislation, lifelong learning, programs, program development, public relations, research, resources, statistics, students, teachers, and trends. Entries contain the microfilm call number, document title, number of leaves/pages, the author's name and university, and the date the thesis was written. (CSS)

ED 164 794 CE 017 969

Walker, Robert W. Hemp, Paul E.
Standards for Agricultural Occupations Programs in Illinois Community Colleges. Interim Report of the Community College Phase Illinois Univ., Urbana. Div. of Agricultural Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 78
Note-199p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Standards, Advisory Committees, *Agricultural Education, *Community Colleges, Data Analysis, Evaluation Criteria, *Program Development, Program Evaluation, *State Standards, State Surveys, Tables (Data), *Teacher Participation
Identifiers-*Illinois

A study was made of Phase 1 of the long-term standards program for agricultural occupations programs for Illinois community colleges. The unique feature of this project was the procedure used to maximize the input of community college teachers in the validation and revision of the national standards. Survey instruments were sent to community college agriculture department heads who were asked to distribute the forms and to be responsible for collecting the completed forms. Follow-up by mail and telephone was conducted by the project staff to increase the response rate. After the data were processed, summarized, and analyzed, a state review committee met to assess the survey results and to revise or rewrite standards which had not received a high rating by teachers. It was found that 143 of the standards were rated essential'' or important'' by two-thirds or more of the 109 agriculture instructors in 22 community colleges in Illinois. Ten new standards were written by the review committee. Future surveys are planned to create a final'' list of standards. (The survey instrument and results are appended.) (CT)

ED 164 795 CE 018 056

Patterson, S. Douglas And Others
Performance-Based Adult Vocational Education.
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-14 Apr 78
Grant-G007603799
Note-140p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Educators, Adult Students, *Adult Vocational Education, Data Analysis, Educational Objectives, *Inservice Teacher Education, *Instructional Systems, Models, Participant Satisfaction, *Performance Based Education, Program Design, *Program Development, Program Evaluation
Identifiers-Alabama, *Vocational Technical Education Consortium States

A project was conducted to develop an adult vocational education competency-based program using a research-based instructional systems design and to assess the application of competency-based research products being developed by the Vocational-Technical Education Consortium of States in the development of adult vocational education programs. Specific objectives were (1) design a model for implementing competency-based adult vocational education; (2) develop a plan for training adult vocational instructors in developing and using competency-based instruction; (3) train ten adult vocational instructors to criterion levels of performance in competency-based instruction; (4) implement competency-based instruction in forty adult vocational classes; and (5) complete an evaluation study of the effects of using competency-based instruction in adult education. A three-group experimental design was utilized to test two procedures for implementing performance-based instruction for adults. Research-based PBI (Performance-Based Instructional) materials were utilized in designing the vocational instructional program. Each group conducted vocational education short courses for adults. The achievements and attitudes of the adult learners were analyzed and the attitudes of the instructors were analyzed. The twenty-six vocational instructors and 300 adults who received PBI training indicated a strong attraction to the performance-based concept. (Program materials are appended.) (Author/CT)

ED 164 796 CE 018 092

Agee, Patsy And Others

Third-Party Evaluation Report for the Project Entitled Local Evaluation and External Validation Component for the State Vocational System.

Georgia State Univ., Atlanta. Office of Vocational Education.
Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date-15 Aug 78
Note-39p.; Not available in hard copy due to faint print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Assessment, *Evaluation Methods, Guidelines, Guides, Manuals, Measurement Instruments, Postsecondary Education, *Program Evaluation, *Program Validation, School Visitation, Secondary Education, Self Evaluation, *State Programs, State Standards, Testing, *Vocational Education
Identifiers-Georgia

A third-party evaluation was conducted as part of a Georgia State University project to provide the Georgia State Office of Vocational Education with the preliminary materials and procedures necessary to further test a state coordinated evaluation system of secondary and postsecondary vocational education programs. Following an orientation meeting with project staff, the third-party evaluation team visited the University three times: first, to review the documents developed and procedures proposed for field testing the system; second, to interview individuals involved in the field testing; and third, to review the revised copies of the field-tested documents, and to assess the overall accomplishments of the project. The team concluded that the project was successful in meeting its ten specific objectives: standards were developed for secondary and postsecondary vocational education programs and institutions; procedural guides for on-site visitations were developed; self-study guides were developed for use by institutions offering vocational education programs; on-site visits were made to two secondary and two postsecondary schools for the purpose of validating project procedures, instruments, guides, and other materials; based upon the on-site visits, the procedures, instruments, guides, and other materials were revised and refined to incorporate indicated changes; and eight documents (four procedural manuals and four assessment guides) were published. (The appendixes contain suggestions for consideration by the division of vocational education, the third-party evaluation proposal, and copies of two interim reports by the third-party evaluators.) (ELG)

ED 164 797 CE 018 117

Martorana, S. V., Ed. And Others

Annual Pennsylvania Conference on Postsecondary Occupational Education: Programming Postsecondary Occupational Education. (Ninth, Pennsylvania State University, September 28-29, 1977).

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Jun 78

Note-114p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Career Education, Competition, Conference Reports, Cooperative Education, *Cooperative Planning, Declining Enrollment, *Educational Coordination, Educational Finance, Educational Planning, Educational Policy, *Educational Problems, Educational Research, *Interinstitutional Cooperation, Postsecondary Education, *Program Coordination, *Program Planning, Regional Cooperation, School Industry Relationship, Statewide Planning, Vocational Counseling, *Vocational Education

Identifiers-Pennsylvania

This publication contains the text of the main presentations and the highlights of discussion groups from the Ninth Annual Pennsylvania Conference on Postsecondary Occupational Education. The conference theme was "Programming Postsecondary Occupational Education." Ewald Nyquist, the first speaker, delineated the problems faced by postsecondary education money shortages, declining enrollments, and competition

between institutions and suggested that a partial solution lay in regional cooperation. In her report on current educational research, Eileen Kuhns summarized projects investigating job crisis, vocational vs. liberal education, affective preparation for work, accountability, education's new consumers and new producers, and programming coordination. The executive vice-president of the Pennsylvania AFL-CIO, Robert Mahoney, stressed that educators, workers, and employers all have a stake in program planning and must begin to cooperate. Carl Herr related plans for postsecondary occupational education to the state plan for vocational education. In Edwin Herr's talk on counselling postsecondary vocational students, the diversity of students in vocational education and areas of counselling needs were recognized, methods for career education were suggested, and policy implications were outlined for these approaches. Lee Frederick addressed the topic of cooperative education and emphasized that cooperative education is a legitimate form of academic education, not merely a learning experience. An overview of the conference was provided by James Murphy. (ELG)

ED 164 798 CE 018 185

Starr, Harold And Others
Developing State Plans for Vocational Education. Research and Development Series No. 145. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0056
Note-104p.
Available from-National Center for Research in Vocational Education, ATTN: Publications, 1960 Kenny Road, Columbus, OH 43210 ($6.75)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Education, Check Lists, *Educational Planning, Manuals, Postsecondary Education, *Program Planning, Resource Guides, Secondary Education, State Departments of Education, *Statewide Planning, *Vocational Education

Guidelines are provided for developing, preparing, and improving state plans for vocational education. Three audiences are identified for the manual's use: vocational educators at the state and local level, and non-vocational educators (reviewers, evaluators, etc. of state plans). Chapter I describes the context for the development of the state plan and includes the following: need to improve state plans; federal legislation resulting from the perceived need to improve plans; and maximizing the involvement of non-vocational educators in developing state plans. Chapter II discusses the development of the content of the plans, including preparatory activities, the planning process, and utilization of employment data. Chapter III describes the preparation of the state plans. Topics discussed are staff assignments and format design of the document. Appendixes include the following: a summary of the major provisions of state plans, with an interpretation of the rules and regulations to be followed in preparing the assurances and program provisions for the five-year plan; the annual program plan; and the accountability report. (JH)

ED 164 799 CE 018 225

Jezierski, Kathleen

Writer's Guide to Publication Development. How to Get Your Publication into an Information Retrieval System.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Feb 78

Contract-300-75-0141

Note-35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Bibliographies, Content Analysis, Copyrights, Curriculum Guides, Federal Aid, Federal Legislation, *Guidelines, Information Dissemination, *Information Retrieval, *Information Systems, Instructional Materials, Layout (Publications), Models, Printing, *Publications, Reprography, State Aid, *Writing

This handbook is a set of guidelines to assist authors in preparing publications to meet two sets of criteria: requirements of federal and state government sponsors and requirements of information retrieval systems. The guidelines include both a set of written instructions and a physical model, and are sufficiently flexible to apply to research reports, curriculum materials, bibliographies, handbooks, guides, and other types of publications. Divided into four sections, the handbook covers (1) elements of a publication, describing mandatory and optional publication parts (such as front matter, funding information, abstract, table of contents, lists of illustrations and tables, foreword, preface and acknowledgements, appendix, glossary, abbreviations, bibliography, index, and cover) and listing the order in which they should appear; (2) content requirements, discussing substance and organization in general, and giving a checklist for the development of curriculum materials; (3) physical characteristics, dealing with layout and reproducibility standards for ink, type size, paper weight, photographs and illustrations, and printing; and (4) copyright considerations, delineating the purpose and procedure of copyrighting as well as changes in the 1978 copyright law. (ELG)

ED 164 800 CE 018 226

Jezierski, Kathleen, Comp. Mitric, Joan, Comp.
The Complete VT-ED Cross-Reference Index for the AIM/ARM System.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Contract-300-75-0141
Note-231p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($12.70)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Data Bases, *Indexes (Locaters), *Information Processing, *Information Systems, Instructional Materials, Research, *Vocational Education
Identifiers-Abstracts for Instructional Materials, Abstracts for Research Materials, *AIM ARM, *ERIC

Developed to facilitate location and ordering of AIM/ARM (Abstracts for Instructional Materials/Abstracts for Research Materials) documents in the ERIC system, this index indicates the availability of all VT (Vocational-Technical) document numbers assigned by the ERIC Clearinghouse on Vocational and Technical Education between 1967 and 1976. More than 17,000 document numbers are included, covering VT 000 000 - 024 049 (assigned when AIM and ARM were two separate publications) and VT 100 001 - 103 600 (assigned after 1974 when the two were merged into one publication). For each VT number, one of the following types of information on availability is provided: (1) an ED number, which indicates the document's acceptance into the ERIC system and which should be used for ordering the document from EDRS (ERIC Document Reproduction Service); (2) an "s" following an ED number, which signals a document that is available only in a microfiche set and cannot be ordered individually; (3) NP, which means that the document is not available because it was either not placed into the ERIC system or was subject to copyright restriction; and (4) an MP number, which applies to manpower research documents from 1966 to 1969 and should be used in ordering from EDRS. Also provided are a price list for the microfiche sets and a form (including general price information) for ordering documents from EDRS. (ELG)

Stewart, Jeffrey R., Jr., Ed.
Word Processing. A Handbook for Business Teachers.
Virginia State Dept. of Vocational Education, Richmond. Div. of Program Service.
Note-89p.
Available from-Public Information Office, Virginia Department of Education, P.O. Box 60, Richmond, Virginia 23216 ($2.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Conceptual Schemes, Costs, Delivery Systems, Educational Objectives, Employment Qualifications, Flow Charts, Input Output, Job Skills, Job Training, Learning Activities, Occupational Information, *Office Machines, Office Occupations, *Office Occupations Education, *Organization, Program Development, Program Planning, *Skill Development, Teaching Guides, *Teaching Procedures
Identifiers-*Word Processing

This handbook is designed to provide information to help teachers keep abreast of changes in word processing and to develop necessary teaching skills. The handbook is divided into two main parts: understanding word processing and teaching word processing skills. In the introduction the part word processing plays in the business scheme of a company is discussed. In part 1, the concept of word processing is examined from the standpoints of origin and history, why it is popular, need for and cost of word processing, and its basic organizational concept. Word processing systems are studied in terms of organizational plans and decision-making procedures (preplanning, and adoption). The operational beginnings and personnel qualifications necessary to the establishment of a word processing center are also analyzed in part 1. Finally, the types of word processing equipment (hardware and software) are explained. In section 2, the elements of input (dictating skills, planning, and determining priorities), output (keyboarding, making corrections, transcription, proofreading and editing, production measurement), and distribution (filing and logging) are described. Many flow charts, sample forms, and figures illustrate the material. Most chapters also contain glossaries and bibliographies. (Author/CT)

ED 164 802 CE 018 232

Fields, Owen And Others

Simulation in Business and Office Education.

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-May 78

Note-82p.

Available from-Public Information Office, Virginia Dept. of Education, P.O. Box 60, Richmond, Virginia 23216 ($2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Annotated Bibliographies, *Business Education, *Business Skills, Career Exploration, Evaluation Methods, Job Training, Management Games, Media Selection, *Office Occupations Education, *Program Descriptions, Resource Materials, *Simulated Environment, *Simulation, Student Participation, Teaching Guides, Teaching Techniques

This guide is designed to assist business teachers to effectively use simulations that involve student interaction. Learning experiences in all levels of business and office education are examined: business exploration, basic business, and occupational preparation. In the introduction, the types of simulated activities are explained, along with their use. The guide is divided into two major sections: simulation games and model office simulations. In the Simulation Games section, the value of these games is discussed. Also, the ways in which to select, use, adapt, develop, and evaluate simulation games are considered. A selected bibliography of books and articles on simulation games and descriptions of simulation games (containing source, subject, grade level, playing time, number of participants, cost, and game description) are included. In the Model Office Simulations section, flow-of-work competencies are explained. The selection, use, development, and evaluation of these simulations are examined. The model office facility area contains basic guides to follow in designing a modern office and several suggested layouts. A selected bibliography of articles describing unpublished model office simulations include the type of business, suggested occupational positions, data or transaction input, equipment needed, forms provided, duration of the simulation, source, and author. (Author/CT)

ED 164 803 CE 018 236

Woods, Harvey S.

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing. Phase III.

Illinois State Univ., Normal. Dept. of Agriculture.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-Aug 78

Note-84p.; For a related document see ED 137 524

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Agribusiness, Agricultural Colleges, *Agricultural Education, Agricultural Occupations, *Agriculture, Career Choice, *College Graduates, College Majors, Curriculum Development, Demography, Employment Opportunities, Employment Trends, *Graduate Surveys, *Job Market, *Job Placement, Manpower Needs, Occupational Information, *Occupational Surveys, Postsecondary Education, Salaries, Specialization, Vocational Agriculture, Vocational Counseling, Vocational Followup

Identifiers-Illinois

To facilitate curriculum improvement and career counseling in the field of agriculture, a survey was conducted to determine the marketability, or job placement, of the 1977 agriculture graduates from both two-year and four-year colleges in Illinois. A questionnaire was sent to the 1,832 graduates and was returned by 665. In response to a separate questionnaire, the thirty-nine colleges offering agriculture courses supplied employment data on all of their graduates. Besides providing demographic information on the graduates, the two surveys revealed that (1) while two-year graduates prefer to specialize in production agriculture, four-year graduates choose more diverse areas of specialization; (2) both types of graduates are, for the majority, able to find salaried employment; (3) a close correlation exists between academic field of study and subsequent employment; (4) salaries in the agriculture field appear to be higher than those in other fields; and (5) a need exists for more graduates to pursue careers in agriculture education, agribusiness, and production agriculture. The survey data was then compared with the results of previous, similar studies for 1975 and 1976 graduates, and it was found that more females are entering agriculture; fewer agriculture majors have a farm background; graduates are increasingly entering agriculture-related and non-agriculture areas; and despite limited employment opportunities in certain fields, students continue to choose them as majors. (ELG)

Nelms, Howard F.
Competency-Based Preservice Construction Trades Curriculum.
Eastern Illinois Univ., Charleston. School of Technology.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 78
Contract-RDE-B8-533
Note-154p.; For a related document see CE 018 239
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Bibliographies, Building Materials, *Building Trades, Carpenters, Construction (Process), *Curriculum Guides, Educational Objectives, Electrical Systems, Heating, *Housing, Landscaping, *Learning Activities, Painting, *Performance Based Teacher Education, Plumbing, Postsecondary Education, Prefabrication, Secondary School Teachers, *Teacher Education Curriculum, *Trade and Industrial Education

Intended for use at Eastern Illinois University in a model curriculum designed to prepare secondary school teachers in the field of residential building, this curriculum guide provides a competency-based preservice construction trades program. The guide is divided into thirteen units as follows: (1) pre-construction planning; (2) structural layout, incorporating clearing the site and topographic alterations; (3) building foundation; (4) forming, placing, and finishing concrete; (5) carpentry to frame the structure; (6) carpentry to enclose the structure; (7) plumbing; (8) heating and cooling; (9) electrical wiring; (10) carpentry to finish the interior, including thermal insulation; (11) painting and finishing of both the interior and exterior; (12) mechanical trades to complete the plumbing, heating and cooling, and electrical power; and (13) landscape design. Within each of the thirteen units, one or more sub-units are identified and specific performance objectives are given. A condition statement prefaces the listing of objective statements for each section. The types of learning activities used to attain the objectives vary from written exercises to the physical performance of the building tasks. Included at the end are an extensive bibliography of resource materials in printed and audiovisual formats and a list of resource organizations. (The final report of the project that produced this curriculum, and which also contains two additional subject areas, is available in ERIC see note.) (ELG)

ED 164 805 CE 018 239

Nelms, Howard F.

Competency-Based Preservice Construction Trades Curriculum, Phase II. Final Report.

Eastern Illinois Univ., Charleston. School of Technology.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jun 78
Contract-RDE-B8-533
Note-64p.; For a related document see CE 018 238
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bibliographies, Building Materials, *Building Trades, Community Colleges, Construction (Process), Course Organization, *Curriculum Development, Curriculum Guides, Educational Finance, Educational Needs, Educational Objectives, *Housing, Models, *Performance Based Teacher Education, Postsecondary Education, *Preservice Education, Program Proposals, School Industry Relationship, Secondary School Teachers, Skill Development, *Teacher Education Curriculum, Teaching Skills, *Trade and Industrial Education
Identifiers-Illinois

A two-phase curriculum project was undertaken in Illinois to develop, test, and implement a two-year competency-based model for the education of secondary school building construction teachers in the area of residential structures. During the first contract period, skill and knowledge competencies were identified and validated for thirteen units of instruction, covering the topics of pre-construction planning, structural layout, concrete and its various uses, carpentry, plumbing, heating and cooling, electricity, painting and finishing, mechanical trades, and landscape design. Implementation of this curriculum option within the technology education major was planned to occur during the 1977-78 school year at Eastern Illinois University, and a proposal to accomplish this objective was presented to and approved by several university committees. Approval by the Board of Governors is expected in the near future. The final proposal, developed in the second phase, included two additional subject areas: construction materials and the organization and teaching of a construction trades program. Besides giving the rationale for the program and supporting data, the proposal outlined objectives, costs, courses and their requirements for implementation, and a liaison program with community colleges for transfer credit. As part of the project, a curriculum guide (see CE 018 238) was developed as well as an extensive bibliography of resource materials and organization. (ELG)

ED 164 806 CE 018 242

Evans, Rupert N. And Others

Methods and Materials for Entrepreneurship Education, Phase I. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-31 Aug 78

Contract-ST-ILL-OFC-ED-AVTE-RDI-A8-627

Note-22p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Business, Career Choice, *Career Development, *Career Education, Career Planning, Course Organization, Educational Needs, Employment Patterns, Employment Qualifications, Measurement Instruments, Occupational Information, Occupational Surveys, Personality, Personality Assessment, *Personality Theories, Postsecondary Education, Research Needs, Secondary Education, *Vocational Education

Identifiers-*Entrepreneurships, *Self Employment

A study was conducted to compare the personality characteristics of two types of entrepreneurs, the craft-type and the opportunistic-type, which were described by Norman R. Smith. The craft-type entrepreneur is mainly interested in self-employment and owns a small business while the opportunistic-type, although interested in self-employment, primarily concentrates on expansion and organization building. Smith hypothesized that the two types differ in fourteen areas. To test Smith's hypothesis, sixty-four entrepreneurs (evenly divided between the two types) in central Illinois were interviewed and asked to respond to two instruments: a vocational preference inventory, developed by John L. Holland to measure personality types, and an attitude statement survey, designed by Hanna Levenson to measure locus of control. Analysis of the data showed that the two types differ on seven of Smith's variables and that Holland's and Levenson's classifications of personalities are consistent with Smith's. Based on these findings, the following recommendations were made for career and vocational education: (1) self-employment should be presented to students as a career option; (2) programs for entrepreneurship should be initiated at both secondary and postsecondary levels; (3) students should be made aware of the two types of entrepreneurship; and (4) further research is needed in self-employment from the perspective of career development theory. (A curriculum is suggested for teaching the skills necessary to entrepreneurship, and an approach is offered for the organization of instructional materials.) (ELG)

ED 164 807 CE 018 243

Villoni, Shirley

Project CLIMB (Career Ladder Infusion Model Building). Garden Grove Unified School District, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 78
Grant-G391-75-0038

Note-744p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Algebra, American History, Attitude Tests, Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, *Career Ladders, Civics, Composition (Literary), *Curriculum Development, English Literature, Field Studies, *Fused Curriculum, Geometry, Instructional Materials, Learning Activities, Mathematics, Maturity Tests, Models, Occupational Choice, Occupational Clusters, Program Evaluation, Project Applications, Secondary Education, Spelling, Staff Improvement, Vocabulary, World History

A project was designed to develop, field test, and publish a career infusion unit curriculum for grades 10-12 in the Garden Grove Unified School District. Students at one project school, two transport schools, and a comparison school formed the study sample. A third party evaluated the accomplishments of objectives for the following program components: instruction, staff development, parent-community, guidance, evaluation, project management, and curriculum development. The one project and two transport groups exceeded the comparison group's scores on the English section of the Comprehensive Test of Basic Skills (CTBS). Second-year students scored significantly higher than first-year students on the attitude section and two parts (knowing about jobs and choosing a job) of a career maturity inventory. The report contains curriculum materials for the following areas: English Literature II, English Composition II, Algebra I, World History, Essentials of Composition, Geometry, U.S. History, Civics, Senior Math, English Composition Advanced, and Spelling/Vocabulary. Materials contain curriculum concepts and objectives, career concepts and objectives, activities, and resources. General supplemental activities and career cluster information are appended. (CSS)

ED 164 808 CE 018 245

Upton, Anne L. Barrett, Samuel L.

Operational Model for Career Development and Vocational Preparation. Final Report.

California State Dept. of Education, Sacramento.; Fremont Unified School District, Calif.; Huntington Beach Union High School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-391-75-0089

Note-412p.; Not available in hard copy due to reproducibility problems. For related documents see ED 145 104-107

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Career Awareness, Career Choice, *Career Development, *Career Education, Career Exploration, Community Involvement, Curriculum Development, *Daily Living Skills, Decision Making, Demonstration Programs, Interpersonal Competence, Occupational Clusters, *Performance Based Education, Program Development, Program Evaluation, School Community Cooperation, Secondary Education, *Staff Improvement, Student Attitudes, Teacher Role, *Vocational Education

Identifiers-California, Fremont Unified School District CA, Huntington Beach Union High School District CA

Three California State Department units (vocational education, pupil personnel services, and career education) and two school districts (Fremont Unified and Huntington Beach Union High) established a consortium to develop demonstration sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and articulated a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision making course. Activities were developed to meet objectives of six components: career guidance center, career decision making, staff development/infusion, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive teacher involvement. (Appendixes include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision making materials, and Huntington Beach Union High School District's career development competency model and student assessment forms; see note for Huntington Beach's K-12 curriculum guides.) (Author/CSS)

ED 164 809 CE 018 266

National Advisory Council on Adult Education. Annual Report, 1978.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date-Aug 78
Note-63p.; Not available in hard copy due to reproducibility problems
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00566-2, $2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Activities, *Adult Education, Adult Education Programs, *Advisory Committees, Educational Legislation, Educational Planning, *Federal Legislation, Meetings, National Organizations, Objectives
Identifiers-Adult Education Act 1976, United States

This report is an account of the 1977-1978 activities and actions taken by the National Advisory Council on Adult Education in efforts to contribute to adult education legislation. The publication contains eight sections: (1) a review of the dates, sites, and content of council meetings, (2) an outline of the priority agenda items of council meetings, (3) a list of council membership, (4) a list of on-site visitations, (5) a record of the council's legislative activities, (6) a statement of council goals (for example, the first of four goals was to finalize and formally adopt specific amendments and legislative specifications for reauthorization of the Adult Education Act) and an outline of the standing committee's makeup and responsibilities, (7) a review of council activities, and (8) a summary of past council activities and some questions for the future. The appendixes contain a copy of the Adult Education Act (P.L. 91-230), as amended; Title XII Amendments to the Adult Education Act (H.R. 15); Title III Extension of Related Education Programs (S. 1753); a table showing state allotment of federal funds for 1976-1979; and a list of council publications. (CSS)

ED 164 810 CE 018 273

V-TECS Fifth Annual Report, July 1978.

Southern Association of Colleges and Schools, Atlanta Ga. Commission on Occupational Education Institutions.
Spons Agency-Vocational Technical Education Consortium of States, Atlanta, Ga.
Pub Date-Jul 78
Note-56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Organization, Annual Reports, *Catalogs, Computer Oriented Programs, *Consortia, *Curriculum Development, Data Bases, Data Processing, *Information Processing, Organization, Performance Based Education, Program Descriptions, Technical Education, *Vocational Education
Identifiers-*Vocational Technical Education Consortium States

This annual report of the V-TECS (Vocational-Technical Education Consortium of States) includes a progress report and an explanation of V-TECS itself. (V-TECS is a consortium whose principal objective is to produce catalogs of performance objectives, and performance guides for use in vocational-technical curriculum development.) First, the function of catalogs in the V-TECS system is described. A report of the V-TECS director includes a status report on catalogs, references to staff, bylaws, policies, committee structure, technical reference handbook, catalog revision and selection, curriculum development, and membership. An explanation of V-TECS' organizational structures includes a flow chart and descriptions of the functions of the administering agency, board of directors, technical coordinator task force, central staff, technical coordinators, and the project director. The V-TECS catalog development process is explained with the aid of a flow chart. Some of the areas included are catalog selection; state-of-the-art report; occupational inventory; population/sample design; field review process; and dissemination, in-service, and diffusion. The various uses of V-TECS catalogs and the V-TECS computer services and system are also discussed. A statement of catalog availability completes the report. Appendixes include names and addresses of V-TECS staff, directors, and members; glossary of terms; and catalog purchase agreement forms for reproduction license and restricted license. (CT)

ED 164 811 CE 018 274

Tunkel, Leon S. Klein, Raymond S.
NOCTI National Occupational Competency Testing Inst., Albany, N.Y.

Pub Date-Sep 78
Note-25p.; For related documents see CE 018 275, ED 057 217, ED 079 521, and ED 141 526
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Equivalency Tests, *Job Skills, *National Competency Tests, *National Norms, Performance Tests, Scores, *Skilled Occupations, *Statistical Data, Testing Programs, Test Interpretation, Test Results, Test Validity, Trade and Industrial Education

This manual contains statistical information on the examinations administered by the National Occupational Competency Testing Institute (NOCTI) to measure occupational competencies of experienced craftsmen in twenty-six trade specialties. (More detailed information on the program and on the scope of the examinations is provided in a separate publication, Bulletin of Information for Candidates'' CE 018 275 .) Section I shows the standard scores for both the written tests (designed to measure cognitive skills) and the performance tests (designed to measure manipulative skills) in twenty-six occupations. In Section II sub-scores are given for the three or four subject areas covered by the written tests and for the two parts of the performance tests which separately measure manipulative processes and quality of workmanship as revealed by the end product. Section III provides information in the three following areas: (1) reliability and standard error of measurement for twenty-four of the written tests; (2) a similar analysis for the two new tests on computer technology and building trades maintenance; and (3) a summary of cumulative national norms for both the twenty-six written and performance tests, indicating measures of central tendency, standard deviation, and range of items which have been answered correctly by candidates. (ELG)

ED 164 812 CE 018 275

National Occupational Competency Testing Institute Bulletin of Information for Candidates.

National Occupational Competency Testing Inst., Albany, N.Y.

Pub Date-Sep 78

Note-34p.; For related documents see CE 018 274, ED 057 217, ED 079 521, and ED 141 526. Not available in hard copy due to small print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Certification, *Equivalency Tests, *Job Skills, Multiple Choice Tests, *National Competency Tests, Performance Tests, *Skilled Occupations, Test Construction, *Testing, Testing Programs, Test Results, *Trade and Industrial Education, Trade and Industrial Teachers

This bulletin describes the National Occupational Competency Testing Program, which is designed to give experienced craftsmen objective evidence of their competency in order (1) to obtain academic credit toward a degree, (2) to gain certification as an industrial teacher, or (3) to enroll in an industrial teacher education program. Information is supplied on registration, examination results, types of tests (the examination in each field consists of a written test for technical and factual knowledge and a performance test for manipulative skills), and test preparation. Sample questions are included as illustrations of the multiple-choice written test. A description of the examination's scope is provided for each of twenty-six trades. Besides summarizing the subjects covered on each test, this section indicates the percentage of the test devoted to a particular topic. It also lists any special materials that the candidate is expected to bring to the test site. The twenty-six trades covered are as follow: air conditioning and refrigeration, airframe and power plant, architectural drafting, auto body repair, auto mechanic, building trades maintenance, cabinet making and millwork, carpentry, civil technology, computer technology, cosmetology, diesel engine repair, electrical installation, electronics communications, industrial electrician, industrial electronics, machine drafting, machine trades, masonry, mechanical technology, plumbing, printing, quantity food preparation, sheet metal, small engine repair, and welding. (A separate publication CE 018 274 provides statistical information on test scores.) (ELG)

ED 164 813 CE 018 281

Sage, James E.

Personality and Self Concept Profiles of Non-Degreed T&I Teachers.

Ohio State Univ., Columbus. Dept. for Vocational - Technical Education.
Spons Agency-Ohio State Univ., Columbus. Coll. of Education.
Pub Date-Mar 78
Note-17p.; Not available in hard copy due to light print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Area Vocational Schools, Dropouts, Inservice Teacher Education, Postsecondary Education, *Psychological Patterns, Secondary Education, *Self Concept Tests, Teacher Attitudes, Tenure, *Trade and Industrial Teachers, *Vocational Education
Identifiers-*Non Degreed Teachers, Ohio

This two-year study utilized the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule to determine the self-concepts and personalities of the newly employed, non-degreed trade and industrial teachers in Central and Southeast Ohio's vocational programs. The profiles were generated to reflect those teachers who continued into their second year of vocational teaching as compared to those who terminated or had their employment terminated during their first year of vocational teaching. The results indicate that two sets of teachers have different psychological profiles. (Author/CSS)

ED 164 814 CE 018 295

An Assessment of the Federal Adult Education Act Program.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date-Oct 78
Note-41p.; Not available in hard copy due to reproducibility problems
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00602-2)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adult Education, Federal Legislation, *Federal Programs, Federal Regulation, Federal State Relationship, Information Dissemination, Organization, *Program Administration, Program Coordination, *Program Effectiveness, *Program Evaluation, Program Planning, Statistics, Tables (Data)
Identifiers-*Adult Education Act

This study is an initial attempt by the National Advisory Council on Adult Education to review the program and administration effectiveness of the Adult Education Act (program effectiveness in terms of the impact of the program on people's lives, using existing statistical data; administration effectiveness using five basic management functions selected by the Council for the purpose of this review, various existing studies, interviews and observation). The program effectiveness data indicate that the program is changing the lives of those who participate as well as their families. These data also show the program impacting on the economic health of this nation. The results of Council review of the administration effectiveness of the U.S. Office of Education, Division of Adult Education, are somewhat less positive. Constraints imposed by the Department of Health, Education, and Welfare policy, by the Civil Service system, by the regulatory process as well as the rules, regulations, and statutes themselves, and by the lack of a systematic staff and management development program within the Division prevent the Division from relating effectively to the states in such areas as long-range planning, evaluation and dissemination. Bureaucracy, effective management, lifelong learning, and illiteracy are issues which the Administration must deal with in the coming years. (Several data tables are included.) (Author/CT)

ED 164 815 CE 018 323

Mankoski, Linda C.

Homemaking. A Reading & Language Workbook.

Marie H. Katzenbach School for the Deaf, West Trenton, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.-EN-462

Pub Date-Sep 78

Note-95p.

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.25, plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Accident Prevention, Cooking Instruction, Deaf Children, Equipment Maintenance, *Home Economics Skills, *Homemaking Skills, Intermediate Grades, Junior High Schools, Learning Activities, Measurement, Middle Schools, *Prevocational Education, *Reading, Sewing Instruction, *Vocabulary Skills, Workbooks

Developed for use in the academic communication classroom of a middle school for the deaf, this student workbook is designed to reinforce the vocabulary and skills presented by the pre-vocational teacher in three areas of home economics: basic cooking, home care, and basic sewing. Each section contains new word lists, short stories, comprehension quizzes, and student activities. The cooking section is divided into units on things to know before you start cooking; use and care of equipment; measurements and abbreviations; table manners, table setting, and table service; beverages; toast; fruit; quick breads; eggs and simple breakfasts; cookies, sandwiches, and simple desserts; and simple luncheons. The section on home care contains units on the home; cleaning tools; care of the bathroom and bedroom; care of the kitchen; the living room, floors, and rugs; pre-treating clothes, mending, and removing stains; laundry care; and safety. The sewing section includes units on good tools; points for beginners; measurements; kinds of stitches; the sewing machine; and using and taking care of the sewing machine. It is designed to accompany the book ``I Care for My Home,'' by Sandra Stem (ED 130 039). (CT)

ED 164 816 CE 018 324

Heppa, Victor

Math for Masons. (Revised).

Bergen County Vocational-Technical High School, Hackensack, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-78
Note-167p.
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.25, plus postage)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Arithmetic, *Bricklayers, *Calculation, Decimal Fractions, Fractions, *Individualized Instruction, Learning Modules, *Masonry, *Mathematics Instruction, Mathematics Materials, Measurement, Performance Tests, *Problem Sets, Secondary Education, Trade and Industrial Education

This student manual is concerned with the practical application of mathematics as used by masons. The manual's design allows students to work at their own pace. Included in each of the five units are individual lesson sheets with written instructions and explanations. Each information sheet states that topic's objectives, information about the topic, examples of procedures, and problems for the student to solve. Unit 1, decimal fractions, contains problems in addition, subtraction, multiplication, division, decimals on the electronic calculator, percents to decimals, fraction equivalents, and multiplication and divison by percents. Unit 2 contains problems on rounding off numbers. Unit 3, fractions, contains problems in addition, adding fractions on the calculator, dimensions-addition, adding dimensions on the calculator, converting fractional part of a foot to inches, subtraction of fractional dimensions, subtraction of dimensions on the calculator, and multiplication and division of fractions. Unit 4, square measure, contains problems concerning areas and perimeters of squares, rectangles, triangles, and circles; areas of walls and ceilings; and areas of solid geometric figures. Unit 5, cubic measure, contains problems in computing volumes of cubes, rectangular prisms, and walls; quantities of materials (brick, mortar, stone); footings; volumes of cylinders and triangular prisms; and the cubic yards of concrete floors, walks, and patios. Unit tests are provided at the end of the manual (answers are not provided). (CT)

ED 164 817 CE 018 337

Report on Joint DHEW/DOL Youth Employment and Demonstration Projects Act Workshops (Dallas, Texas; San Diego, California; Boston, Massachusetts; Atlanta, Georgia; and Cincinnati, Ohio, December 12, 1977 - January 20, 1978).

Dingle Associates, Inc., Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-78
Contract-99-8-1242-36-9
Note-82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Conference Reports, *Cooperative Programs, Credits, *Employment Programs, Federal Legislation, Federal Regulation, *Government School Relationship, *Job Training, Program Development, School Industry Relationship, *Youth Employment, Youth Programs

Identifiers-*Youth Employment and Demonstration Projects Act

This report summarizes the major points and questions discussed at five regional workshops held to help the participants develop Local Education Agency (LEA) and Comprehensive Employment and Training Act (CETA) prime sponsor agreements as mandated by the Youth Employment and Demonstration Projects Act (YEDPA). The content is presented in five sections. The first, a summary report of the workshops, highlights the major concerns that were raised during the workshops. Section 2 consists of the following two workshop presentations: YEDPA: Obligations and Opportunities for Education'' and Promoting Cooperation Among the Education and Employment and Training Communities under YEDPA.'' Section 3 summarizes the four seminar sessions held concurrently at each workshop dealing with the areas of implementing YEDPA, work experience, career development, and academic credit. Section 5 lists the names of the workshop facilitators and presenters, while the last section presents a composite summary of the participants' evaluations from all five workshops. (EM)

Van Dusseldorp, Ralph A.
Experience Based Career Education Project Administered by Iowa Central Community College, Fort Dodge, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa Central Community College, Fort Dodge.
Pub Date-78
Grant-G07-76-00090 (502)
Note-71p.; For a related document see ED 147 547 ; Report prepared at WEO Systems, Douglas, Alaska
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Basic Skills, *Career Education, Career Planning, Mathematical Applications, Mathematical Concepts, *Program Evaluation, Questionnaires, Reading Comprehension, Rural Schools, Secondary Education, Self Concept, Statistical Analysis, *Student Attitudes, Student Testing, Surveys, Tables (Data), *Vocational Maturity
Identifiers-*Experience Based Career Education, Iowa

The third-party evaluation of the second year of the Iowa Central Community College Experience Based Career Education (EBCE) Project was based on examination of project records, interviews with project staff, student and resource persons, questionnaires completed by students, parents and resource persons, and test data collected on students at the beginning and end of each semester. The program served 172 students from 23 rural Iowa high schools. The evaluation instruments used were: the Comprehensive Tests of Basic Skills for Mathematics concepts and applications and reading comprehension; the Career Maturity Inventory, evaluating attitude, self-appraisal, occupational information, goal selection, planning, and problem solving; and Student Attitude Survey, measuring attitudes towards learning, career, self and others; and a Socialization Profile. In addition, at the end of the semester student attitude questionnaire, parent opinion survey, and a resource person opinion survey were used. Comparison of pre- and posttest scores for the EBCE students showed statistically significant gains in all three basic skill areas measured (mathematics concepts and application and reading comprehension). The students gained in five of the six areas measured by the Career Maturity Inventory (attitude, occupational information, goal selection, planning and problem solving). They made statistically significant gains in attitude toward learning, careers, and self. (Survey data and questionnaires are appended.) (CT)

ED 164 819 CE 018 464

Sager, E. And Others
Educational Alternatives for Boating Safety Programs. Final Report.
Wyle Laboratories, Huntsville, Ala.
Spons Agency-Coast Guard, Washington, D.C.; Department of Transportation, Washington, D.C.
Report No.-CG-D-53-78; MSR-78-08
Pub Date-May 78
Grant-DOT-CG-40672-A, TO-16
Note-385p.; Not available in hard copy due to reproducibility problems
Available from-National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Accident Prevention, Audiovisual Instruction, *Boatmen, Community Service Programs, Comparative Analysis, Courses, Delivery Systems, *Educational Alternatives, Evaluation, Field Instruction, Home Study, Instructional Films, Instructional Materials, Mass Media, *Media Selection, *Military Personnel, Navigation, News Media, Participant Involvement, Publications, Publicize, Recall (Psychological), *Safety Education, Teaching Methods, Television, Training Objectives, *Training Techniques
Identifiers-Coast Guard

The Coast Guard, in efforts to improve the safety of recreational boating, undertook research to identify educational alternatives in boating safety programs. Background research was done to assess materials from areas of boating education and education in comparable recreational areas. Research was also conducted to review educational and mass media methods suitable for conducting boating educational programs. Output from this research provided information for planning and conducting a boater educational program. The prototype program utilized mass media, formal boating courses, Coast Guard visitations, and home study methods. The program was directed toward reducing collision and loading-related accidents and fatalities. A video tape supplement was produced to present the prototype program in the perspective of an actual educational effort. Two evaluations of the mass media-type messages using experimental methods were performed. One experiment tested three levels of participatory response on the part of the viewers of a specially prepared television public service announcement for boater education. The version evoking highest participatory response levels produced greater recall of information given in the announcement. Another experiment compared a model'' pamphlet design to a typical'' pamphlet design used in other boating educational materials. Recall of pamphlet information was greater for the model'' design. (Appendix materials, which comprise about one half of this document, include, among other things, mailing lists for private and government agencies, and publishers relevant to boating and boating education.) (CSS)

ED 164 820 CE 018 476

Martin, Larry G.

A Descriptive Study of the Psychosocial Characteristics of A.B.E./A.S.E. Students.

Pub Date-6 Apr 78

Note-32p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adult Basic Education, Adult Education Programs, *Adult Students, Developmental Stages, Disadvantaged Groups, Educational Experience, Negative Attitudes, Program Attitudes, *Psychoeducational Processes, *Psychological Characteristics, Questionnaires, Secondary Education, *Self Concept, Self Determination, Self Esteem, Self Evaluation, *Social Characteristics, Social Development, Student Problems

A study was performed to investigate the psychosocial characteristics of adult basic education (ABE) and adult secondary education (ASE) students and the extent to which these concerns are affected by educational experiences. Several research questions were formulated; for example, what proportion of ABE/ASE students have a "favorable ratio" of positive aspects of an ego-stage crisis over the negative aspects? Seventy-two volunteer ABE/ASE students, aged sixteen to seventy, were given a self-description questionnaire to determine their perceptions of their psychosocial characteristics. Also, an educational experience questionnaire was administered to determine the extent to which students believed their educational programs helped them deal positively or negatively with their concerns for trust, autonomy, initiative, and/or industry. The proportion of mistrusting students in the sample was greater than the proportion of trusting students; but the proportion having high pertinent concerns for trust was greater than the proportion having low pertinent concerns for trust. ABE/ASE students viewing themselves as having a sense of positive autonomy was greater than the proportion viewing themselves as having a sense of shame and doubt. It appears from another finding of this research that ABE/ASE programs are generally doing well in promoting positive psychosocial development and in controlling negative influences. (CSS)

ED 164 821 CE 018 484

Employee Training in the Federal Service. Fiscal Year 1977.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date- 78

Note-58p.; For a related document see ED 155 364

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Administrative Agencies, Blacks, Caucasians, Costs, Educational Needs, Employment Qualifications, *Federal Programs, Females, *Government Employees, Interagency Coordination, Males, Management Development, Management Education, Minority Groups, *Professional Training, Program Evaluation, Program Improvement, Staff Improvement, *Training Allowances, Training Objectives, *Trend Analysis

Identifiers-Government Employees Training Act, United States

Information on training covered under the 1958 Government Employees Training Act, chapter 41, title 5, United States Code, is presented in this congressionally mandated annual training report. It provides statistical and general trend information and analyses regarding federal training under the Act. The report begins with a statistical table which summarizes selected information from the fiscal year 1977 training experience. The remainder of the report is divided into four sections. Section 1 reviews efforts to improve training management in the federal service and presents a summary of training of 120 days and less (short-term training). Section 2 discusses interagency training centers and their major areas of emphasis. The third section displays and analyzes data submitted by agencies in connection with their training activities. This information is presented in terms of the total government effort. Long-term training is included. The final section shows training data on an agency-by-agency basis. The report ends with an index. The report emphasizes the purpose of the training, its principal subject matter, and the source of training. (For training information relative to fiscal years 1974-76 see ED 155 364.) (CSS)

ED 164 822 CE 018 494

Seventh Annual Evaluation Report, Fiscal Year 1976. An Evaluation of Vocational Education.

Washington State Advisory Council on Vocational Education, Olympia.

Spons Agency-Washington State Commission for Vocational Education, Olympia.

Pub Date- 76

Note-110p.; Questions and certain statements, which are printed in italics, will not reproduce well; nor will tables and graphs because of small print

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Advisory Committees, Annual Reports, Educational Objectives, Evaluation, Guidelines, *Program Evaluation, Program Improvement, *State Programs, *Vocational Education

Identifiers-*Washington

The seventh annual evaluation report of vocational education in Washington State is presented. Section I is a summary of the thirteen recommendations made by the Advisory Council; under each recommendation is a description of the original response of the Commission of Vocational Education to the recommendation, actions taken to date on the recommendations, and additional comments by the Advisory Council pertaining to the recommendations. Section II presents specific issues and needs expressed at the Council's public hearings. In question and answer format, the state's vocational education goals and priorities as set forth in the state plan are given in section III. Section IV includes questions and responses pertaining to the effectiveness with which manpower needs are served in Washington State. Advisory Council recommendations for fiscal year 1977 and beyond regarding vocational education and the Commission for Vocational Education are presented in the concluding section. (JH)

ED 164 823 CE 018 517

Consumer Education in Illinois Schools: Grades 8-12.

Spons Agency-Illinois State Office of Education, Springfield.
Pub Date-78
Note-143p.; Guide prepared by the Dept. of LEA Services, Springfield, Ill.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Consumer Economics, *Consumer Education, *Course Content, Credit (Finance), Curriculum Guides, *Educational Objectives, Instructional Materials, Insurance Programs, Integrated Curriculum, *Learning Activities, Money Management, Performance Based Education, Secondary Education, Services, State Legislation, *State Programs, State Standards, Taxes, Teaching Methods
Identifiers-Illinois

Designed to meet Illinois state law requirements for consumer education to be taught before graduation from high school, this guide outlines the major topics to be included in the mandatory nine weeks of consumer education. Because the law neither stipulates a specific grade level for this material, nor requires its introduction as a separate course, this guide suggests various times and methods for integrating it into the grades 8-12 curriculum. The topics covered are as follow: (1) the individual consumer in the marketplace; (2) money management; (3) consumer credit; (4) goods and services, including human services, housing, food, transportation, clothing, health services, drugs, recreation, and home furnishings and appliances; (5) insurance; (6) savings and investments; (7) taxes; and (8) the consumer in our economy. Student objectives are identified for each subject area, as well as suggested learning activities, such as research, guest speakers, class discussions, field trips, and written exercises. While bibliographies of instructional materials with one-sentence annotations conclude the sections on specific topics, a general list of resource organizations and government agencies is provided at the end of the publication. (ELG)

ED 164 824 CE 018 594

New Opportunities in Vocational Education. Year Two of the Project, 1977-1978. EPDA 553 Project Final Report.

Northern Illinois Univ., De Kalb. Educational Administration Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-157p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Administration, *Educational Opportunities, Fellowships, *Graduate Study, Internship Programs, *Performance Based Education, Program Development, Program Evaluation, *Vocational Education
Identifiers-Northern Illinois University

A project was conducted to adapt competency-based model graduate programs for preparing occupational educational administrators to local conditions and participant needs at Northern Illinois University. (The program was originally developed by Southern Illinois University SIU /Carbondale and Illinois State University ISU .) The programs have been used as a basis for a seminar guide in the General Administrative program for Opportunities Fellows, a post-training evaluation instrument, and a comprehensive internship program. Consultations were held between project developers and members of the SIU and ISU staffs. Other project objectives formulated and achieved were competency-based training, fee waiver, $300 monthly stipend for fifteen fellows in the 1977-78 academic year, and participation by all fellows in a planned joint general administrative entitlement program. Future objectives which are currently being addressed include the placement of trainees by September, 1978, updating of needs for vocational administrators through 1980, provision of a data base and characteristics of vocational administration, and dissemination of program information. Appendixes contain (1) a directory of New Opportunities in Vocational Education participants, (2) administrative certificate course requirements, (3) project publicity materials, (4) a detailed formative evaluation report, and (5) the summative evaluation report. (CSS)

ED 164 825 CE 018 598

VanAusdle, Steven, Ed.

Symposium. Vocational Education's Role in a Changing Economy. (Spokane, Washington, April 26, 1978).

Washington State Council of Local Administrators of Vocational Education and Practical Arts.

Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Board for Community Coll. Education, Olympia.; Washington State Commission for Vocational Education, Olympia.

Pub Date-26 Apr 78

Note-60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Conference Reports, *Economic Development, Economic Factors, Educational Accountability, *Educational Responsibility, Employment Opportunities, Federal Legislation, Job Market, Public Policy, Social Influences, *State Action, State Programs, Statewide Planning, Symposia, *Vocational Education

Identifiers-Washington

The symposium reported here was held to provide representatives from business, industry, labor, agriculture, government, and education an opportunity to examine the present and future role of vocational education in the state of Washington. First, this report presents the opening remarks regarding vocational education's role in a changing economy and the keynote address dealing with vocational education in the 1980's. Next is a section covering the exchange of viewpoints on vocational education between educators and leaders in business, industry, labor, and agriculture; it includes the individual presentations of seven panelists, a summary of the panel discussion, a presentation focusing on the future of vocational education in the nation, and a student's perspective on vocational education. The next section covers a panel presentation in which four legislative leaders exchange viewpoints on vocational education with four educators. A summary statement concludes this report. (EM)

ED 164 826 CE 018 602

Dunkel, Patty L.

Curriculum for Educators in Health Care Institutions. Hospital Research and Educational Trust, Chicago, Ill.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-78

Note-93p.

Available from-Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($10.00)

Document Not Available from EDRS.

Descriptors-*Administrator Education, Conferences, *Curriculum Planning, Educational Needs, Educational Programs, *Health Occupations Education, Hospitals, Inservice Teacher Education, Performance Based Teacher Education, Preservice Education, Task Analysis, *Teacher Education Curriculum

Curricular recommendations for educators in health care institutions formulated at an invitational conference are presented. Beginning the document are summaries of the lectures presented in the general session of the conference. Topics covered are reflected in the following titles: The Administrator's View of the Director of Education; Director's View of the Education Staff; The Scope of Education in the Hospital; Findings of a Functional Job Analysis; and Findings of the Hospitalwide Education and Training Project; and Guidelines on Developing a Curriculum. Next, three sets of curricular recommendations formulated during the conference are presented. The three sets are for a preservice nondegree program, an inservice nondegree program, and a degree program. Each set includes competency statements delineating the knowledge and skills that the student should have upon completion of the educational program. Concluding the document is a summary of the common concerns expressed by conference participants and a list of recommendations. Contained in the appendixes are a glossary of terms used in the conference, the full report of the functional job analysis, and the task analysis questionnaire that was used to obtain the data. (JH)

ED 164 827 CE 018 603

Munk, Robert J. Lovett, Marc
Hospitalwide Education and Training.
Hospital Research and Educational Trust, Chicago, Ill.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-77
Note-75p.
Available from-Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 ($8.00)
Document Not Available from EDRS.
Descriptors-Adult Education, Case Studies, Data Analysis, Educational Needs, Educational Objectives, *Educational Programs, Educational Research, *Health Occupations Education, *Hospitals, *Job Training, Organization, Program Administration

Findings and recommendations of a five-year demonstration project designed to clarify the role and organized structure of employee education and training in health care institutions are presented. In the first section of the book, hospitalwide education functions that were implemented at sixteen individual hospitals are examined. Identified are factors important to assessing education functions: degree of centralization of administrative decision making in the hospital and the degree of congruence between the administrator's and the training director's expectations for the education function. Four composite case studies are used to illustrate these factors. Recommendations are offered to help hospitals examine current educational activities, determine the predominant managerial style of the organization, establish educational objectives that are harmonious with overall administrative objectives, and plan a suitable structure for the education function. In the second section, seventeen hospital consortiums that were selected as demonstrations of the applications of interinstitutional sharing to hospital education and training are examined. Three case studies are presented. Recommendations are given to help hospitals conduct an inventory of existing educational resources, define educational needs, determine whether a shared service can meet these needs, and organize a suitable shared service structure. (JH)

ED 164 828 CE 018 605

Moore, Donald E., Jr., Ed.

Proceedings: Mandatory Continuing Education. Prospects and Dilemmas for Professionals (University of Illinois at Urbana-Champaign, February 26-27, 1976).

Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Pub Date-Feb 76

Note-160p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Certification, Conference Reports, Higher Education, Job Skills, Pharmacy, Professional Associations, *Professional Continuing Education, Professional Personnel, Program Administration, Program Development, Quality Control, Skill Obsolescence, *Standards

The papers compiled here were presented at a conference held for professionals from many fields to enable them to explore issues regarding mandatory continuing education. The papers are presented in six sections. The first is the introduction, while the keynote address, Change, the Professions, and Continuing Education,'' comprises section 2. Section 3, The Professions and the Public: External Pressures for Mandatory Continuing Education,'' contains seven papers. Some representative titles from this section are Professional Services and Quality: Continuing Education as a Guarantee,'' Licensing and the Consumer,'' and Competency-based Relicensure.'' Seven papers comprise the next section, covering professional associations, professional schools, and continuing education. The following are some representative titles of these papers: The Professional Schools, The World of Practice, and Continuing Education,'' The Impact of Mandatory Continuing Education Requirements on Professional Associations,'' and Accreditation of Continuing Education Programs for Professionals.'' Section 5 on mandatory continuing education and higher education is comprised of six papers and includes the following titles: Mandatory Continuing Education and Professionals: The Responsibilities of Post-Secondary Institutions'' and Impact on Mandatory Continuing Education on the Program Development Process.'' The last section contains one paper, Mandatory Continuing Education for Professionals: Implications for the Future.'' (EM)

ED 164 829 CE 018 608

Hengesbach, Theodore W.

Adult Student Needs and University Responses.

Pub Date-20 Oct 78

Note-17p.; Paper presented at the National University Extension Association Region IV Conference (Madison, Wisconsin, October 20, 1978). Not available in hard copy due to thin type in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Development, Adult Education, *Adult Students, Blacks, Caucasians, *College Credits, Comparative Analysis, Counseling Services, Degree Requirements, Developmental Tasks, *Experiential Learning, *External Degree Programs, Family Role, Females, Financial Needs, Information Dissemination, Males, Nontraditional Students, Postsecondary Education, Special Degree Programs, *Student Needs, Surveys

A questionnaire was administered to determine the needs of external degree students in the South Bend, Indiana University External Degree Program. The results (48% response rate) were compared with those of an earlier study with Northwestern New York postsecondary students. It was found that 50% of South Bend students, as compared to 27% of the New York students, were between twenty-nine and forty-three. Although both samples were predominantly white, the number of black students in the external program was twice what could be expected from South Bend local and school population ratios. Forty-eight percent of the South Bend group, as opposed to 20% of the New York group, received initial program information from print media. In examining the South Bend group alone, it was found that most of the students were between twenty-nine and fifty-five, were in a phase of reappraising their life, were most likely working, and had a yearly family income of over $15,000. The female student's personal income was often severely limited. Main student criticisms revolved around two concerns: lengthy procedures in granting self-acquired competencies; and a special mathematics course requirement. In addition to responding to these criticisms it is recommended that the university hold business office hours after five o'clock and possibly on Saturday/Sunday and provide greater counseling services. (CSS)

ED 164 830 CE 018 635

Ricard, Virginia B.
Introduction to Self-Directed Learning.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-77
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Education, Continuous Learning, Course Objectives, Curriculum Guides, *Educational Needs, Self Determination
Identifiers-*Self Directed Learning

Presented as a course outline, this process is intended to introduce adults to self-directed learning principles and techniques. Initially, entry level skills or competencies are specified, and the course goal and objectives are stated. Following the goal statement, three objectives, embodying strategies and resources, are presented. Objectives, in part, require that the learner complete a model education program self-directed learner competency profile, identify personal learning needs, and state identified learning needs as learning objectives. A bibliography, literary resources, methods, and schedule are provided. Finally, guidelines for determining learning accomplishments and evaluating the process are outlined. (CSS)

ED 164 831 CE 018 645

Goldberg, Judith F. And Others

The Noneconomic Impacts of the Job Corps. R&D Monograph 64.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Contract-DL-20-25-75-13
Note-187p.; Not available in hard copy due to size and density of print in the original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00344-1)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Black Youth, Changing Attitudes, Crime, *Delinquent Rehabilitation, *Disadvantaged Youth, Dropouts, Failure Factors, Family Life Education, Family Relationship, *Health, Health Education, Job Satisfaction, Job Search Methods, Leisure Time, Medical Services, Nutrition, Nutrition Instruction, Pilot Projects, *Program Effectiveness, Self Esteem, Social Welfare, Success Factors, Work Attitudes, *Youth Employment, Youth Problems, *Youth Programs
Identifiers-*Job Corps

A three-year pilot study was conducted to determine the noneconomic benefits of the Job Corps on the impact areas of jobs, society, and health. Representing seven Job Corps centers, a sample of 489 youth between the ages of 16 and 22 participated, of whom 85 percent were black and 87 percent were urban. In order to draw comparisons, the participants were chosen from three different groups: persisters or those who remained in the Job Corps at least three months; those who dropped out of the program earlier; and those who did not enroll. Of the twenty-one outcomes which were measured covering the three impact areas, persisters were found to have improved in eight areas (job seeking skills, job satisfaction, attitude toward authority, self-esteem, crime reduction, nutrition behavior, family relations, and leisure time), while dropouts only improved in two and nonenrollees in five. Particularly impressive was the Job Corps' impact on (1) crime reduction, which showed that the Corps can function effectively as a rehabilitation agent (delinquent females were found to have benefitted the most with only a four percent rate of recidivism among persisters, or compared to a much higher rate for nonenrolled and dropout females); and (2) health, which resulted from the Corps' providing free medical care to participants, including physical examinations, doctor visits, dental care, and family life and nutrition education. (Numerous tables throughout display various analyses of the data collected for this study.) (ELG)

ED 164 832 CE 018 697

A Vocational Program for Recreational Vehicle Maintenance/Repair. A Report, 1977-78.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.-SCDG032
Pub Date-78
Note-138p.; Report prepared by the Ocean County Vocational-Technical School, Toms River, N.J.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Auto Mechanics (Occupation), Cooperative Education, *Curriculum Development, *Curriculum Guides, Educational Objectives, Engines, *Experimental Curriculum, Interdisciplinary Approach, *Job Skills, Learning Activities, Maintenance, Models, Performance Based Education, *School Industry Relationship, Secondary Education, Skill Development, Student Evaluation, *Trade and Industrial Education
Identifiers-*Recreational Vehicles

This report contains a secondary school curriculum guide designed to be used by vocational teachers in a one- or two-year recreational vehicle maintenance/repair program. In the preliminary pages, a description is given of the project that developed the curriculum, outlining its objectives and procedures in formulating the model interdisciplinary course. The curriculum is composed of the following components: (1) orientation to the trade; (2) the use of tools and equipment; (3) LPG systems and their assembly, testing, regulating, filling, and maintenance; (4) hitching and towing; (5) running gear, such as suspension systems, wheels and tires, and brakes; (6) electrical power; (7) plumbing; (8) construction, both supporting and exterior; (9) appliance repair, including refrigerators, air conditioning, stoves, ovens, and hot water heaters; (10) automotive systems, covering ignitions, fuel systems, engines, and cooling systems; (11) accessory installation of television antennas and air conditioners; (12) auxiliary power operation, maintenance, and installation; (13) pre-delivery service; and (14) management of sales and service areas. Each component consists of one or more units for which student objectives, classroom topics, and learning activities are listed. A cooperative education program with industry is suggested to complement the course work. Also included is a student progress chart to record a student's achievement of specific objectives. (This curriculum is to be tested for one year and then amended for publication in final form.) (ELG)

ED 164 833 CE 018 702

Experience-Based Career Education Project for the R.I. Department of Education. Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Pub Date-Aug 78

Note-127p.; Italicized paragraphs and appended materials containing small print will not reproduce well. For a related document see ED 150 289

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Academic Achievement, *Career Development, *Career Education, *Career Exploration, Community Involvement, Evaluation Methods, Experiential Learning, Program Attitudes, Program Development, *Program Evaluation, Secondary Education, Self Concept, Surveys, *Vocational Counseling, Vocational Maturity, Work Attitudes

Identifiers-*Experience Based Career Education, Rhode Island

The Rhode Island Experience-Based Career Education (EBCE) project served high school juniors and seniors in seven communities by offering career exploration activities, career counseling, and academic instruction. (The academic component was not implemented in all participating schools.) The project sought to increase the career maturity, career knowledge, learning attitudes, and self concepts of EBCE participants. It also sought to increase or maintain the basic skill levels of EBCE participants. An institutional cycle design was adopted for evaluation making it possible for longitudinal analyses. The evaluation design included data collection of student achievement/change, project staff perceptions, and employer perceptions. The following instruments were used: Comprehensive Test of Basic Skills; Career Maturity Inventory; Student Attitude Survey; Self Directed Interest Inventory; and surveys to collect perceptual data from students, school staff, and employers. Test results indicated that EBCE students tended to show gains (some significant, some not) in all test areas and that academic achievement was not hindered by EBCE participation. Staff, students, and employers rated career exploration as the strongest component. Students perceived the career counseling component as helpful in sharing ideas and experiences. Overall, all participants were satisfied with the program. The project staff was successful in providing learning experiences, combining resources, placing students at job sites, recruiting employers, forming an advisory board, and devising a plan for eventual assimilation of EBCE into Rhode Island school systems at minimal cost. (BM)

ED 164 834 CE 018 707

Muse, Ivan D. Coombs, C. Garn

Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-1 Nov 78

Grant-G08-76-00115

Note-160p.; For a related document see ED 147 524

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Academic Achievement, Career Awareness, *Career Development, *Career Education, Career Exploration, Evaluation Methods, *Experiential Learning, Measurement, Occupational Information, Program Attitudes, *Program Evaluation, Questionnaires, Rating Scales, Research Methodology, Secondary Education, Work Attitudes

Identifiers-*Experience Based Career Education

During the 1977-78 school year, students from four Utah high schools participated in the evaluation of an experience-based career education (EBCE) project. The 228 students (115 girls and 113 boys) enrolled in EBCE were designated the experimental group and a randomly selected English class from each high school was treated as the control group. Specified student outcomes were categorized into three areas: career skills, life skills, and basic academic skills. To gather data, the evaluators used the following instruments: Career Maturity Inventory; Career Attitude Scale; Self-Directed Search Interest Inventory; Assessment of Student Attitudes Scale; Stanford Test of Academic Skills; Student Demographic Data Questionnaire; Teachers, Students, Site Coordinators, and Parent Attitude Surveys; and grade reports. In addition, reports, interviews, and observations held by the evaluators who monitored the project were analyzed. Some of the major results were that (1) the EBCE project was well organized and managed at all levels; (2) high commitment and enthusiasm were shown by school personnel, administration, parents, community employers, and students; (3) grade patterns of EBCE students were basically uniform with those of control students; (4) tests of academic skill development did not show significant gains in EBCE students as compared to control students; and (5) overall, EBCE students did show increased career awareness and career knowledge. (BM)

ED 164 835 CE 018 708

Hoyt, Kenneth B.

Junior Achievement, Inc., and Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Note-25p.: Not available in hard copy due to print size
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01890-0)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Community Programs, Community Resources, Conference Reports, *Cooperative Programs, Interprofessional Relationship, Program Attitudes, Program Descriptions, School Community Cooperation, *School Community Relationship, School Industry Relationship, Teacher Attitudes, *Youth Programs
Identifiers-*Junior Achievement

This monograph, summarizing the ideas of participants attending a two-day mini-conference, was developed to help educators understand the extent to which youth benefit when Junior Achievement (JA) is used as a major resource in community career education efforts. This booklet begins with a brief description of JA structure and programs. This is followed by specific examples of ways in which JA efforts are currently being incorporated into community career education efforts. Four basic problems encountered by JA in working effectively with educators are then discussed. These problems are (1) gaining teacher interest and participation in JA efforts; (2) gaining academic credit for the JA program; (3) avoiding dilution of quality in JA efforts; and (4) competing forces to JA. Finally, after offering three reasons why educators should support JA programs, this monograph concludes with nine suggestions for improving the working relationships between JA and educators. A list of participants and issues raised by the participants is appended. (EM)

ED 164 836 CE 018 712

Preli, Barbara Stock

Career Education and the Teaching/Learning Process. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Note-31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Career Education, Curriculum Development, Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Learning Motivation, Learning Processes, Program Development, *Program Planning, *Student Motivation, *Teaching Methods, Teaching Styles

This monograph was developed to help K-12 classroom teachers infuse career education into the teaching/learning process as a regular part of their instructional responsibilities. After defining career education, this booklet briefly discusses the rationale, target population, and who is responsible for career education. Then follows a discussion on the relationship of career education and the teaching/learning process. To provide a better understanding of this relationship, the following four topics are examined in detail: (1) teaching philosophy; (2) purposefulness of learning; (3) variety of teaching techniques (includes interview, discussion, bulletin boards, and learning centers); and (4) the process of weaving/infusing/threading career education into the curriculum (includes the perspectives of both the program planner and classroom teacher). Finally, this monograph makes some concrete suggestions for the implementation of career education in terms of the readiness of school administrators, teachers, and the community. (EM)

ED 164 837 CE 018 720

Promoting Vocational Education. A Guide for Vocational Educators.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Aids, Guides, *Mass Media, *News Media, *Publicize, *Public Relations, Radio, School Community Relationship, Slides, Television, *Vocational Education

This guide for vocational educators suggests some effective approaches to public relations. First, it briefly discusses effective public relations, human interest, a public relations sense, and contacts. The guide then covers the news media, focusing on the preparation of news articles and on radio and television announcements (relative to types of programs), making a television appearance, and who to contact (includes sample news releases and spot announcements). Discussed next is taking photographs and preparing a slide show, including writing the script, making the slides, and presenting the show. Finally, brochures, newsletters (includes suggested basic layouts), exhibits or displays, open houses, and speeches are covered. (EM)

ED 164 838 CE 018 721

A Model Plan for Promoting Vocational-Technical Education.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-78
Note-12p.; For a related document see CE 018 720
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activities, Mass Media, *Models, *Objectives, Program Planning, *Publicize, Public Opinion, *Public Relations, School Community Relationship, *Vocational Education

Although the enrollments in vocational-technical education programs have been increasing steadily, a great deal of misunderstanding still exists about these programs. Vocational-technical education has an image problem. A coordinated, comprehensive communication program using a variety of media, such as newspapers, radio, and publications, should be designed to promote public understanding of vocational-technical education. A model public information program should accomplish nine goals, among which are the following: establish channels of communication with prospective vocational education students, informing them of the benefits of vocational training; establish channels of communication with parents of prospective students to inform them of the job opportunities afforded graduates of vocational programs; involve vocational educators, interested persons, and organizations in public information activities; initiate efforts to make academic teachers aware that vocational education can benefit all students who are interested in preparing for a career; and establish channels of communication with the news media. (This document suggests three to eighteen activities to accomplish each of the nine objectives.) (EM)

ED 164 839 CE 018 745

Parker, Doris S.

Followup Study. Students Not Completing Degree Requirements. Final Report.

Indiana Vocational Technical Coll., Indianapolis.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-14 Nov 78

Note-36p.; Not available in hard copy due to small print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Data Analysis, *Dropout Characteristics, *Dropout Identification, *Dropout Prevention, *Dropout Research, *Dropouts, Followup Studies, Postsecondary Education, Surveys, Vocational Education

Identifiers-Indiana Vocational Technical College

This follow-up study had three objectives: (1) provide information about dropouts that could be used by the college to identify areas where corrective action may be needed; (2) document the number and percentage of students who leave the college for reasons not amenable to corrective action; and (3) provide insight necessary to build models that will allow for the prediction of which students and the number of students who will drop out. An instrument was developed to survey students who were enrolled in Indiana Vocational Technical College, Indianapolis, between fall quarter 1976 and winter quarter 1977, and who left prior to completing their program. Three hundred eighty-four individuals responded to the survey questionnaire. The analyses of data consisted of two subparts: a descriptive analysis in the various categories, and an analysis to determine responses by sex, race/ethnic, marital status, veteran/non-veteran, and by program enrolled. The findings indicated three major reasons for students leaving school: they learned what they came to learn; there was conflict between job and studies; and there was not enough money to go to school (black students were identified as most adversely affected by lack of money). However, it was concluded there were no significant trends shown. Recommendations include revision of the student financial aid system, elimination of questions from future questionnaire which could be obtained from admission records, and conducting follow-up studies two to three times a year. (JH)

ED 164 840 CE 018 763

Lambert, Roger H. Caulum, David A.

Wisconsin Career Information System. Annual Progress Report 1978, July 14, 1977-July 13, 1978; Third Year of Operation.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-DOL-75-55-76-01

Note-203p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, Educational Finance, Employment Opportunities, Employment Qualifications, Federal Aid, Federal State Relationship, Financial Support, High School Students, *Information Systems, *Information Utilization, Job Analysis, Jobs, Job Training, Marketing, Military Service, *Occupational Information, Postsecondary Education, Program Administration, Program Costs, Program Development, Program Evaluation, Program Improvement, *Reference Materials, Schools, Secondary Education, *State Programs, Student Opinion, Use Studies, Vocational Education

Identifiers-*Wisconsin

The Wisconsin Career Information System (WCIS) is a joint effort by several state agencies, institutions, and interested individuals to develop and disseminate accurate, current, and locally relevant occupational information to assist persons making vocational choices. One of eight state-wide occupational information systems funded by the U.S. Department of Labor National Occupational Information Service, it has completed three years of its four-year grant. In its sixteen files it utilizes computerized and manual information and audiovisual and printed materials relating to national and state occupations, training institutions, institutions of higher learning, financial aid, human resources, and military careers. The fields are organized to give information by occupational titles, rather than by specific job titles. Cross-reference files locate information on a particular occupation or job in the various files. Information sources include the Department of Labor; employers, employees, and trainers in the particular fields; institutions; and the Higher Education Aids Board. Three hundred and sixty-nine user sites are maintained at high schools, vocational/technical schools, universities and colleges, job service/WIN offices, Department of Vocational Rehabilitation offices, CAP Agencies, and CETA. Plans for the fourth year include further file development and modifications, requests for future federal aid, and an increase in user numbers and services. (The appendixes contain information on WCIS administration and user conferences, comments from users, sample products such as the SORT Index and user guide, and copies of marketing materials.) (ELG)

ED 164 841 CE 018 770

Marson, Arthur A. And Others

Cost Benefit Model Development. Cost Benefit Study. Final Report.

Lakeshore Technical Inst., Cleveland, Wis.; Moraine Park Technical Inst., Fond du Lac, Wis.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jul 78

Note-108p.; Appendix marginally legible due to small print

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Changing Attitudes, *Cost Effectiveness, Educational Accountability, Educational Attitudes, Educational Objectives, Educational Programs, *Evaluation Methods, Graduate Surveys, High School Graduates, High School Students, Individual Characteristics, Job Placement, Job Satisfaction, Program Effectiveness, Secondary Education, Study Habits, *Vocational Education

Through an analysis of the economic costs and benefits of five vocational-technical programs, it was shown that the benefits of a vocational-technical education outweigh the costs. Four programs showing greater benefits than costs were auto body (courses at two technical institutes), materials management, and electronic servicing. Clothing services showed greater costs than benefits. A major emphasis of the study was to examine noneconomic benefits of a vocational-technical adult education (VTAE) program. Graduates of the five programs and a group of high school graduates were surveyed to compare cost benefits and noneconomic factors such as attitude changes, job satisfaction, and social involvement. Some major noneconomic benefits found were that vocational-technical graduates receive a larger amount of help from their school regarding a job search and VTAE graduates enjoy greater job satisfaction than do high school graduates with no post-high school education. Appendixes contain (1) survey forms and cover letters, (2) summaries of cost/benefit/effectiveness procedures (in New York, Indiana, Wisconsin, New Jersey, California, Florida, and Oklahoma), (3) computerized cost model proposal, (4) format for establishing objectives, (5) survey forms for longitudinal evaluation of programs, and (6) norm tables. (CSS)

ED 164 842 CE 018 771

Drummond, Darl E.

The Minority Recruitment Program for Wisconsin VTAE System. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-30 Sep 78

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Personnel, Adult Education, Advisory Committees, Affirmative Action, *Faculty Recruitment, Internship Programs, Job Placement, *Minority Groups, Program Content, *Program Development, Program Evaluation, *Recruitment, Resource Centers, Resources, Staff Role, Teacher Exchange Programs, Technical Education, *Vocational Education

Identifiers-Wisconsin

This final report examines the progress of the Wisconsin Vocational, Technical and Adult Education (VTAE) program to recruit and employ minorities for existing and future teaching and administrative vacancies. Recruitment activities in the vocational studies center are outlined, along with activities of the program's advisory committee and state VTAE districts. A list of resource information and contact persons is given. A recruitment plan development is examined for September-December 1978 and a program timetable for all of 1978 is presented. Another section addresses the needs, goals, objectives, and the timetable projected for 1979. The present status of program efforts is evaluated and major need areas are identified. Program components such as application procedures, intern experience and teacher exchange are examined. Performance objectives within the vocational-technical districts and process objectives are listed. Also identified are the roles of vocational-technical district affirmative action officers, department chairpersons, and the program director. Specific project responsibilities are named, including contact with minority colleges and interaction with military recruiters. Finally the 1979 timetable presents planned activities for the coming year, such as recruitment from institutions, placement of intern employment candidates, and securement of district funding for the following year. (CT)

ED 164 843 CE 018 773

Gillett, Merl Hertzler, Simon L.

Suggested Guide for Fire Service Standard Operating Procedures.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-2 Jun 78

Note-95p.; Not available in hard copy due to light print in original document ; This guide was prepared in conjunction with the Vocational District One, Eau Claire, Wis.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Fire Fighters, *Fire Science Education, Guidelines, *Management Systems, Organizational Effectiveness, Policy Formation, Records (Forms)

Suggested guidelines for the development of fire service standard operating procedures are presented in this document. Section topics are as follow: chain of command; communications; emergency response; apparatus; fire service training; disaster response; aircraft fire safety; mutual aid; national reporting system (example reporting forms); example mutual aid agreements; example standard operating procedure; example rules and regulations; information on hazardous cargoes and spills; and suggested records (annual hose statement, community resident information, monthly vehicle inspection report, and training report.) (JH)

ED 164 844 CE 018 776

Hoepner, Ronald

Secondary-Postsecondary Curriculum Development in Automotive Mechanics. Automotive Electrical Competencies. Final Report.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development.
Pub Date-1 Sep 78
Note-875p.; Not available in hard copy due to faint print throughout the original document ; Prepared by the VTAE District One, Eau Claire, Wis.
EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.
Descriptors-Articulation (Program), *Auto Mechanics (Occupation), Curriculum Development, Educational Objectives, *Electrical Systems, Electric Batteries, Electric Circuits, Electricity, *Job Skills, *Learning Modules, Performance Based Education, Postsecondary Education, Secondary Education, Skill Development, *Trade and Industrial Education

Developed as part of a competency-based curriculum in automotive mechanics which is usable by students at both the secondary and postsecondary levels, this learning package focuses on automotive electrical systems. It is the first unit to be published in a series of eight which will cover the eight subject areas on the national certification examination for auto mechanics. Following an introduction to the fundamentals of electricity and magnetism, this manual explains the identification, testing, and servicing of (1) automotive batteries, (2) the charging system, (3) the cranking circuit, (4) the ignition system, and (5) the electrical lighting and wiring of the body and chassis. Each unit contains lists of textbook references, of tools and materials needed, and of specific objectives, as well as a competency checklist for student use. Information sheets are provided with detailed diagrams, illustrations, and photographs. On the worksheets in each unit, students are asked to answer written questions or to demonstrate manually their achievement of the objectives. Tests are also provided at the conclusion of some of the units. (ELG)

ED 164 845 CE 018 777

McKay, Bruce And Others

Health Careers Guidance Manual Articulation. For the Greater Milwaukee Area and Wisconsin. Volumes 1-2. Final Report, Project 09.039.150.318.

Milwaukee Area Technical Coll., Wis.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date-78
Note-644p.
EDRS Price MF-$1.16 HC-$34.15 Plus Postage.
Descriptors-Career Planning, Course Descriptions, Degree Requirements, Educational Facilities, *Educational Programs, Educational Resources, Employment Opportunities, Employment Qualifications, *Health Occupations, Health Occupations Education, *Job Skills, Occupational Guidance, *Occupational Information, Post High School Guidance, Postsecondary Education, *Program Descriptions, Program Guides
Identifiers-Wisconsin

This health careers guidance manual was developed to provide high school counselors, teachers, and students with information regarding health career opportunities and available training programs in Wisconsin. The content is in two volumes, with the first comprising two-thirds of the manual. Volume 1 begins with one-page job briefs on fifty-four jobs in sixteen health career areas. Each brief includes short descriptions of the work, employment opportunities and settings, educational requirements, and where to write for further information. The remaining portion of this first volume is devoted to health career program outlines, ranging from one to seventeen pages in length, for these fifty-four health career jobs; each outline includes some or all of the following: course information, recommended high school courses, course outline (includes course titles and credits for each year of the program) and brief course descriptions for each course in the program. Volume 2 begins with two appendixes. The first describes, in alphabetical order, the recommended courses in Wisconsin high schools, while the second contains specific competencies for some of the basic curriculum courses in health career programs at a technical college. A listing of college, university, and vocational technical school programs, as well as hospital education and training programs in Wisconsin, concludes this second volume. (EM)

Sloan, Frank A. And Others
Equalizing Access to Nursing Services: The Geographic Dimension. Health Manpower References.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-DHEW-HRA-78-51
Pub Date-Mar 78
Contract-N01-NU-24264
Note-256p.; Not available in hard copy due to reproducibility problems
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-022-00620-1)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, Employment Opportunities, *Employment Patterns, Family (Sociological Unit), *Geographic Distribution, Hospital Personnel, *Hospitals, *Job Market, Job Placement, Job Search Methods, Marriage, Medical Education, Migration Patterns, Motivation, *Nurses, Nursing, Occupational Information, Occupational Mobility, Occupational Surveys, Tenure, Unions, Wages, *Work Attitudes, Work Environment, Working Hours
Identifiers-Job Benefits

As the second phase of a four-year research project on the geographic distribution of professional nurses, a study investigated what incentive or incentives motivate nurses in their choice of employment location. Data was analyzed from four sources: a survey of hospital directors of nursing, a survey of registered nurses, 1960 and 1970 U.S. Census information on individual nurses and their families, and the Survey of Employment Opportunities for Newly Licensed Nurses (conducted in 1973 by the National League for Nursing). Conclusions and policy implications were formulated for the following topics: (1) professional nurse staffing in hospitals and the impact of hospitals substituting lower-paid personnel for nurses, of nurses forming attachments to the geographic area of their schooling, and of nurses disliking the locations of the hospitals; (2) wage setting in hospitals, including the effect of unions and the relationship between wages and benefits; (3) mobility and interstate migration of nurses and their families, considering the variables of marriage and age; (4) matching nurses and jobs, focusing on the job market for, and job search by, newly licensed nurses; (5) retention in current employment, as influenced by age, marital status, spouse earnings, length of time with current employer, and type of nursing school program attended; (6) the demand for nonwage benefits according to age and marital status; and (7) nurse work hours and the effect of financial incentives. (ELG)

ED 164 847 CE 018 793

Abramson, Theodore And Others

Instructional Support System Occupational Education. Building Industries Occupations.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-CASE-30-77

Pub Date-Sep 77

Grant-VEA-SP-77-C-608

Note-315p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Building Trades, *Carpenters, *Climate Control, Construction (Process), Curriculum Guides, *Electrical Occupations, Electricians, Learning Activities, *Learning Modules, *Masonry, Performance Criteria, Secondary Education, Teacher Developed Materials, Trade and Industrial Education

The modules which make up the bulk of this report are the result of a two-week workshop at which thirteen building industries occupations teachers worked toward the development of a student outcome oriented curriculum. These modules are divided into the following occupational units: (1) carpentry (containing hand tools; portable power tools; footing and foundation forms; framing of decks, walls, roofs, and roof coverings; and interior and exterior finish); (2) electrical (containing circuitry; overhead service entrance; lateral service entrance; main and sub-panel; and signaling and remote control devices); (3) masonry (containing mixing mortar, basic brick work techniques, basic block work, plastering, tile setting, and stone work); and (4) environmental control (containing basic physics of climate control, duct work, and pipe assembly). Each module lists the task, major objective, and enabling objectives; most contain suggested instructional content. At the end of each unit a task check-list is included for the instructor to identify individual tasks completed by the students. Also included are suggestions on the use of the modules and additional comments made by the workshop participants. (CT)

ED 164 848 CE 018 801

Focus on Choice. Final Report.
Fort Wayne Women's Bureau, Inc., Ind.
Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 78
Note-96p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Adult Development, *Adult Dropouts, Adult Education, Adult Programs, *Career Planning, Decision Making, Discussion Groups, Evaluation Methods, *Females, Goal Orientation, Occupational Information, Program Content, Program Design, *Program Evaluation, Questionnaires, Role Models, *Self Concept, Self Evaluation
Identifiers-Indiana (Fort Wayne)

Focus on Choice was a 309 Special Project with education and research components. The educational aspect involved two pilot classes of under-educated adults in a 13-week course which emphasized self-assessment, goal-setting and occupational information. An integral feature of the design included mutual support groups and role models as a way of encouraging school re-entry and/or an improvement in self-esteem. The most significant impact came from group discussion and contact with peer consultants. The research and project results compiled in this final report indicate that adoption of the Focus on Choice format may be very useful in existing adult education programs. Evaluation was accomplished through questionnaires administered to participants after each session and through informal group and individual discussions with participants outside of the classroom. Evaluations by participants and project staff indicate that the techniques utilized in this project facilitated the adult students' abilities to understand their needs and interests, providing the basis for informed goal setting. A summary of the results show that of the 24 participants, 15 returned to school (63%), and 7 improved their employment status (29%). According to participants' self-inventories administered after the course, their level of self-confidence had greatly improved. (Program materials are appended.) (Author/CT)

ED 164 849 CE 018 811

Griffin, Wilma P. Kelly, Joan M.

The Development and Pilot Testing of a Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education. Final Report.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Sep 78

Note-66p.; For a related document see CE 018 812

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Change Strategies, *Changing Attitudes, Counselors, Home Economics Teachers, Inservice Teacher Education, Instructional Materials, Material Development, Measurement Instruments, *Models, Pilot Projects, Research Methodology, *Sex Discrimination, *Sex Stereotypes, Teacher Workshops, Test Construction, Testing, *Vocational Education

A model for increasing awareness of sex-bias and sex stereotyping in vocational education was developed. The model consisted of a five-hour workshop which included these elements: (1) an introductory slide presentation which provided an overview of sex stereotyping; (2) five group activities (The Exchange, A Closer Look, Taking Stock, What a Difference a Word Makes, and Building Our Image); and three pre-postassessment instruments designed to determine the degree of awareness of sex bias and stereotyping (Sex Awareness Instrument, Current Behavior Practices Questionnaire, and Personal Commitment). In addition to the three instruments, the Bem Sex Role Inventory was used to obtain feminine, masculine, androgynous, and undifferentiated scores of the respondents. Following pilot testing, the model was tested on eighty-one female home economics educators and fourteen male vocational counselors. From the results, it was concluded that the sexism-awareness workshop was effective in bringing about a statistically significant increase in degree of awareness of sex bias and sex stereotyping in vocational education. The assessment instruments are included in the appendixes. (Also available is the workshop facilitator manual, CE 018 812.) (JH)

ED 164 850 CE 018 812

Griffin, Wilma P. Kelly, Joan M.

Stamp Out Sexism: A Texas Awareness Project. Facilitator Manual. Workshop Materials for Vocational Homemaking Teachers.

Texas Univ., Austin. Dept. of Home Economics.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jul 78

Note-78p.; For a related document see CE 018 811

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Change Strategies, *Changing Attitudes, Home Economics Teachers, Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Manuals, Measurement Instruments, *Sex Discrimination, *Sex Stereotypes, Teacher Workshops, *Vocational Education

This workshop facilitator manual was developed for use in conducting a sexism-awareness workshop for home economic teachers. Section 1 provides an introduction to the manual, objectives of the workshop, format of the manual, and a suggested time schedule and group size for each activity. The second section provides instructions for conducting the workshop activities: introductory slide presentation of sex bias, five group activities, and administration of three assessment instruments. The five activities are The Exchange'' (meet other members of the subgroup and discuss media presentation), A Closer Look'' (describe and compare the way females, males, and healthy well-adjusted adults are perceived), Taking Stock'' (identify and examine personal attitudes and the attitudes of others relating to the role of men and women), What a Difference a Word Makes'' (identify personal sex bias and those biases projected in textbooks and other education resources), and Building Our Image'' (identify class behaviors that perpetrate, minimize or eliminate sex bias and stereotyping). Copies of activity handouts and assessment instruments are provided in section 3. The three instruments used are sexism awareness instrument, Current Behavior Practices Questionnaire, and Personal Commitment. (Also available is the project final report, CE 018 811.) (JH)

ED 164 851 CE 018 814

National Advisory Council on Vocational Education. 1977 Annual Report.

National Advisory Council on Vocational Education, Washington, D.C.
Pub Date-May 78
Note-20p.; Not available in hard copy due to poor print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Advisory Committees, *Annual Reports, Educational Planning, Federal Programs, Postsecondary Education, Program Descriptions, Secondary Education, *Vocational Education
Identifiers-*United States

The 1977 annual report of the National Advisory Council on Vocational Education is presented in this document. Section 1 describes the Council functions. Names and addresses of council members are listed in section 2. Dates and locations of meetings held during 1977 are given in section 3. The next section summarizes council activities for 1977, which were performed in the areas of legislation, assessment of administration and operation of the Bureau of Adult Education, management evaluation review

for compliance, American Indian vocational education, disadvantaged and handicapped, national vocational education policy, and manpower policy. Section 5 lists the titles of council reports by month. The concluding section presents the council reports' findings and recommendations, including recommendations relative to the following: notice of intent to issue regulations (Public Law 94-482), public hearings on native Americans in vocational education, youth unemployment, testimony to Congress (Youth Unemployment Act), and energy report (the response of vocational education to the national energy crisis). (JH)

ED 164 852 CE 018 861

Maryland Career Education Plan. Annual Report. July 1, 1976-June 30, 1977.
Maryland State Dept. of Education, Baltimore.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-28 Sep 77
Grant-G007604188
Note-63p.; The Staff Development Needs Assessment Instrument will not reproduce well due to blurred and broken type; For related documents see ED 132 284 and ED 138 786
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Business, Career Awareness, Career Development, *Career Education, Career Exploration, Career Planning, Counselor Training, Curriculum Development, Data Analysis, Decision Making, *Educational Objectives, Industry, Inservice Teacher Education, Job Search Methods, *Needs Assessment, Personnel Needs, Program Development, Self Evaluation, State Surveys, *Statewide Planning, *Student Needs, Vocational Education
Identifiers-Education Amendments 1974, *Maryland

The Maryland State Department of Education is actively involved in the development of a five-year state plan for career education. The plan is based upon data derived from a student needs assessment, a survey of LEAs, a survey of counselor competencies, and the AIR Survey of Career Education in the public schools which sampled ten districts in Maryland. The needs assessment clearly indicates that more than 70% of the students evidenced need for help in exploring careers, making post-high school plans, finding jobs and careers, developing career awareness, making career decisions, planning careers and assessing self. In a survey of career development competencies of counselors, prioritized training needs were evidenced in the following areas: inservice training in recommending curriculum changes to correlate with the changing world of work; getting teacher support; knowledge of the career development needs of special groups; and help in assisting teachers to infuse career education into their regular subject areas. The local education agencies evidenced a strong need in securing a local board policy in support of career education and help in strengthening their implementation of career education. From this needs assessment, six key program goals have been developed that are geared toward meeting specific outcome goals for students. (Author/CT)

Shively, Joe E. Davis, Carolyn S.
Final Evaluation Report for the Conecuh County Part D Experience-Based Career Education Program, Evergreen, Alabama.
Spons Agency-Appalachia Educational Lab., Charleston, W. Va.; Conecuh County Board of Education, Evergreen, Ala.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-G047603000
Note-126p.; Not available in hard copy due to faint print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Career Awareness, *Career Development, *Career Education, Career Exploration, *Experiential Learning, Locus of Control, Program Attitudes, Program Effectiveness, *Program Evaluation, Sex Stereotypes, Student Attitudes, Vocational Maturity, Work Attitudes
Identifiers-Alabama (Conecuh County), *Experience Based Career Education

The goal of the Conecuh County (Alabama) project was to successfully implement into its curriculum an Experience-Based Career Education (EBCE) program based on the model developed by Northwest Regional Educational Laboratory, which integrates academic requirements and work experience opportunities into a comprehensive curriculum. To determine program effectiveness, a third-party evaluation team developed an evaluation plan which would compare the EBCE participants and a control group in the following areas: basic academic skills, mastery in career knowledge, career maturity, attitudes toward learning environments, sex-role stereotyping, and internally oriented locus of control. Assessment instruments were administered on a pretest/posttest basis. Parents and employers were also surveyed to determine their attitudes toward the program. EBCE student accomplishments appeared to be substantial. Measured growth in basic skills was equivalent to that experienced by comparison students in traditional high schools. EBCE students' attitudes toward the various aspects of the learning environment, career knowledge, work, and career maturity were significantly more positive than comparison students. EBCE students showed significant gains in reducing their sex-role stereotyping but not in increasing their internal locus of control. However, unobtrusive assessment indicated that EBCE students were displaying more maturity and accepting responsibility more readily. Finally, the perceptions and attitudes of parents, employers, and EBCE staff were positively oriented. (BM)

Harris, Zelema Eros, Dawn

Identification, Description, and Evaluation of Vocational Education Programs at the Metropolitan Community Colleges in Kansas City, Missouri. Final Report - Volume I.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Grant-G007701964
Note-190p.; For a related document see CE 018 869 ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, Administrator Attitudes, Advisory Committees, *Community Colleges, Community Support, Cost Effectiveness, *Curriculum Evaluation, Data Collection, Disadvantaged Groups, Employer Attitudes, Evaluation Criteria, Evaluation Methods, Facility Requirements, Graduate Surveys, Handicapped Students, Job Market, Models, Occupational Aspiration, Occupational Surveys, Program Descriptions, Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, Sex Fairness, Student Characteristics, Student Opinion, *Vocational Education
Identifiers-Missouri (Kansas City)

The project's purpose was to implement a vocational curriculum evaluation model developed by the Metropolitan Community College (MCC) District. The model was formatively field tested with ten MCC vocational programs and implemented in the evaluation of twenty-four vocational programs. The model's criteria was based on the program's (1) relationship to job market profile, (2) level of occupational community support, (3) meeting vocational aspirations of students, (4) student performance, (5) cost effectiveness, (6) meeting handicapped and disadvantaged students' needs, and (7) demonstrating sex fairness. Model implementation included the revision, administration, and collection of questionnaires. Questionnaires surveyed program completers and leavers, current students, handicapped and disadvantaged students, occupational communities, employers of program graduates and program faculty. (Sample questionnaires are appended.) Other data sources included labor statistics, program costs and enrollment figures, and program facility information. Analyses results were plotted on a program evaluation profile for each program evaluated. The profile points out program strengths and weaknesses and can be used by administrators and others as the data base for decision making policy. The model includes a procedures manual which facilitates replication. (In addition to the sample questionnaires, a facilities checklist and evaluation profiles for the twenty-four programs are appended.) (For the procedures manual see CE 018 869.) (Author/CSS)

ED 164 855 CE 018 869

Harris, Zelema Eros, Dawn

Procedures Manual for the Implementation of a Vocational Curriculum Evaluation Model Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 78

Grant-G007701964

Note-112p.; For a related document see CE 018 868

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Administrator Attitudes, Advisory Committees, *Community Colleges, Community Support, Cost Effectiveness, *Curriculum Evaluation, *Data Analysis, Data Collection, Disadvantaged Groups, Employer Attitudes, *Evaluation Criteria, *Evaluation Methods, Facility Requirements, Graduate Surveys, Handicapped Students, Job Market, Manuals, Models, Occupational Aspiration, Occupational Surveys, Program Effectiveness, Program Evaluation, Questionnaires, Sex Fairness, Student Characteristics, Student Opinion, *Vocational Education

Identifiers-Missouri (Kansas City)

The procedures manual, developed for the vocational curriculum evaluation model, details the process used to evaluate programs. In the first of eight sections, the manual presents seven criteria for judging the program: (1) meeting job market needs, (2) meeting past-present students' vocational aspirations, (3) demonstrating graduates' successful performance, (4) receiving occupational community support, (5) demonstrating cost-effectiveness, (6) meeting handicapped and disadvantaged students' needs, and (7) demonstrating sex fairness. (Twenty-nine sub-criteria are appended.) The criterion measures which are detailed in the report are the questionnaires for the advisory committee, current students, graduates, employers, occupational community, and program head. A program cost form, cost-effectiveness rating form, and a facilities checklist are also explained. Section 2 identifies and defines the survey population. The third section discusses budget and enrollment figures, indexes for the college, labor market projections, and program competencies and checklists. Section 4 reviews the data collection procedures, and the following section provides extensive directions for data analysis. In the sixth section directions are given for utilization of the evaluation score sheet. Program and composite evaluation profiles are explained in section 7, and the final section makes recommendations for use of the model. (For the description of the vocational curriculum education model see CE 018 868.) (CSS)

ED 164 856 CE 018 872

Sawyers, Betty

Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs in Indiana. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78
Note-32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Occupational Choice, Secondary Education, Self Concept, *Sex Discrimination, Sex Role, *Sex Stereotypes, Standardized Tests, Student Distribution, *Vocational Education, Vocational Interests
Identifiers-*Indiana

This study investigated the extent and nature of sex bias in Indiana's vocational education programs. It also examined sex bias in relation to selected factors (motivation, psychomotor and language skills, I.Q., interest, reality, and sex-role perception). Enrollments in vocational programs in twenty-four area vocational programs were analyzed. One hundred students (twenty-five females and twenty-five males in traditional programs, and twenty-five females and twenty-five males in nontraditional programs) responded to selected commercial tests and to the Bem Sex Role Inventory (BSRI). School personnel were given a ten-item survey on practices and policies for eliminating sex bias in vocational programs. Findings indicate the following: (1) the number and type of vocational courses offered and the selected factors identified for this study appear to have little influence on an individual selecting a nontraditional program; (2) sex-role-self-perception appears to affect the selection of nontraditional programs. The findings suggest that additional efforts are needed to eliminate sex bias in vocational programs, especially in the areas of teacher attitudes, employer attitudes, and student nonsex-bias orientation to occupations. (Author/JH)

ED 164 857   CE 018 881

Lee, Jasper S. And Others
Career Preparation in Agriculture Project. Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agriculture Teachers. Final Report, July 1, 1977-June 30, 1978.
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
Pub Date-30 Jun 78
Note-56p.; For a related document see ED 143 887
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Vocational Education, *Agribusiness, *Agricultural Education, Agricultural Production, Agricultural Supplies, Curriculum Development, Forestry, Horticulture, *Information Dissemination, Producer Services, *Program Development, Program Evaluation, Program Improvement, Public Relations, Recruitment, *Resource Materials, Secondary Education, Work Experience Programs, Youth Clubs
Identifiers-*Future Farmers of America

The purpose of this project was to develop innovative agricultural education programs within the comprehensive high school setting in selected school districts in Mississippi. The following programs were implemented: horticulture (Starkville Vocational Center); vocational forestry (Lamar County); agricultural suppliers and services program (Alcorn County Vocational Center); wildlife-forestry (Winston-Louisville Vocational Technical Complex); and specialized programs in crops and livestock (Covington County). The main emphasis during the period July 1, 1977 to June 30, 1978 (reported here) was on (1) development of public relations materials, (2) curriculum planning, (3) organization and development of Future Farmers of America (FFA) chapters, (4) development of adult education programs in agriculture, (5) improving FFA programs, (6) instituting effective recruitment programs for vocational agriculture/agribusiness, and (7) improving supervised occupational experience programs. No major problems were encountered during the development of the project. Project-related materials were made available to all teachers. Other project information was disseminated through workshops and meetings. The project was evaluated by both the project staff and the participants. (Appendixes comprise a major portion of this document and include a list of instructional materials distributed to teachers; script of sound/slide presentation, ``Today's Vocational Agriculture''; evaluation forms; and other related materials.) (BM)

ED 164 858 CE 018 887

Identification and Development of Competency-Based Curriculum for Water and Wastewater Program.

Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007603718
Note-477p.; Some pages throughout this document may not reproduce well due to small print
EDRS Price MF-$0.83 HC-$26.11 Plus Postage.
Descriptors-Community Colleges, *Curriculum Development, *Curriculum Evaluation, Curriculum Guides, Graduate Surveys, Job Skills, Junior Colleges, Occupational Surveys, Part Time Students, *Performance Based Education, Program Effectiveness, Program Evaluation, Remedial Courses, School Industry Relationship, Task Analysis, Teacher Evaluation, Testing, *Trade and Industrial Education, Vocational Followup, Waste Disposal, *Water Resources
Identifiers-Waste Water Treatment

A project was undertaken at Kirkwood Community College to develop a full-time and part-time competency based program to educate water and wastewater treatment plant operators. First, a survey was conducted to identify the job tasks performed by the operators, their frequency, importance, and necessity. A questionnaire listing 651 tasks divided into six subject areas (management, human relations, wastewater collection, wastewater treatment, water treatment, and water distribution) was sent out to operators at three job levels. Based on responses from 231 operators, 439 tasks were found to be significant in plant operation. It was then necessary to revise the existing curriculum to address these tasks more fully and to convert it to a competency based format. A competency based testing program was developed to permit students to ``test out'' of instructional units, and the curriculum was changed to allow entry at various times. To evaluate the program, four types of measurement were used: (1) course effectiveness, measured by a computerized campus system, called SPOT, which is administered to students upon program completion; (2) instructor effectiveness; (3) student skills performance, which includes a basic math skills test upon entry and a remedial program, called PAD, to correct math and reading deficiencies; and (4) postgraduate job performance. (A sample competency based curriculum guide is included for the course, basic laboratory skills.) (ELG)

ED 164 859 CE 018 896

Hoyt, Kenneth B.
Women's American ORT Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 78
Note-23p.; Not available in hard copy because of light print. For related documents see CE 018 711 and CE 018 898
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01904-3)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Community Action, *Community Involvement, *Community Organizations, Community Support, Cooperation, Educational Objectives, Educational Policy, Elementary Secondary Education, Females, *Jews, Job Training, Postsecondary Education, *School Community Cooperation, School Community Relationship, Seminars, Vocational Education, Voluntary Agencies
Identifiers-*American Womens ORT, *Collaboration

Women's American ORT (Organization for Rehabilitation through Training) is an autonomous affiliate of a worldwide Jewish volunteer organization. It is dedicated to fighting poverty by providing Jewish youth and adults with vocational skills so that they may become productive members of society. In the past, WAO (Women's American ORT) has made major contributions toward improving the image and status of vocational education in the U.S., and now it is becoming involved in implementation of career education efforts: securing greater community involvement in career education, working more closely with K-12 school systems, and encouraging a career education emphasis in higher education. In general, WAO needs (1) to develop a strong, definitive statement on career education, (2) to educate its members about career education, (3) to give career education priority status among its goals, and (4) to gain positions for its members on career education advisory boards at all governmental levels. WAO can use its media contacts to gain greater community understanding for and support of career education. (This paper is part of a series resulting from seminars sponsored by USOE's Office of Career Education on collaboration in career education. The two appendixes to this monograph contain lists of WAO seminar participants and of the thirty issues that they raised.) (ELG)

ED 164 860 CE 018 897

Hoyt, Kenneth B.

Refining the Career Education Concept: Part III. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-50p.; For related documents see ED 132 427 and ED 146 362
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01903-5)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Career Education, *Changing Attitudes, Community Involvement, Educational Alternatives, Educational Change, Educational Responsibility, Experiential Learning, *Interagency Cooperation, Job Training, *Resource Centers, Student Needs, *Vocational Education, *Youth Employment
Identifiers-*Experience Based Career Education, *Youth Employment Demonstration Projects Act

This third in a series of monographs on refining the career education concept contains six occasional papers: (1) Psychosclerosis and Career Education'' identifies the kinds of attitudinal change career education seeks to accomplish toward infusion, collaboration, education, and American youth; (2) Youth, Work, and Schooling'' specifies the major contributions the education system can make to employability and discusses possible strategies for educational change; (3) Applying the Concept of Collaboration to Education/Work Policy'' discusses three key words (commitment, responsibility, and authority) and the implications they have for collaboration in education/work policy actions; (4) Thoughts on EBCE and Career Education'' presents a brief picture of the nature and current status of career education and four alternatives for consideration by those currently working in Experience-Based Career Education; (5) YEDPA: Obligations and Opportunities for American Education'' specifies obligations of the formal education system found in the Youth Employment Demonstration Projects Act of 1977, provides a list of youth needs to be met by the collaborative effort involving the education system, and identifies a series of opportunities for basic education change; and (6) The Community Career Education Resource Center Concept'' discusses the rationale behind the concept, the Center's nature and functions, and alternative approaches to establishing and operating this Center. (BM)

ED 164 861 CE 018 898

Hoyt, Kenneth B.

The Concept of Collaboration in Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 78
Note-63p.; For related documents see CE 018 711 and CE 018 896
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01891-8)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Career Education, Community Benefits, Community Coordinators, *Community Involvement, Community Organizations, Educational Benefits, Educational Finance, Educational Policy, Educational Problems, Educational Responsibility, Elementary Secondary Education, Policy Formation, *School Community Cooperation, *School Community Relationship, *School Industry Relationship, Seminars, Teaching Methods
Identifiers-*Collaboration

This monograph summarizes the thoughts, opinions, and experiences of the participants in the first three seminars of a series of thirty-three sponsored by USOE's Office of Career Education on the subject of collaboration in career education for grades K-12. After an explanation of the term collaboration'' in the introduction, the expected learner benefits from collaborative career education are outlined as well as the advantages for both educators and the business/labor/industry community. Two major problems are then identified: the private sector's refusal to recognize and accept responsibility in career education and the educators' refusal to allow the private sector to participate in operational policymaking. Next, suggestions are proposed for initiating a community collaborative career education effort, and discussion is devoted to the major actions required: (1) securing commitment from top community leaders and the community in general, (2) motivating teachers to learn about and use community resources, (3) sustaining the collaborative effort through a community education/work council and a collaboration coordinator, (4) financing the council's operations and coordinator's position, and (5) obtaining policy support statements from leading business, labor, and industrial organizations. Brief descriptions are included of collaborative efforts already underway by eleven community-based organizations and by the fifteen local career education coordinators who attended the third seminar. The two appendixes contain lists of the seminar participants and of the ninety-four issues raised by them. (ELG)

ED 164 862 CE 018 920

Miller, Harry G. Torricelli, James

Adult Education in Thailand.

Pub Date-Nov 78

Note-43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Basic Education, Adult Education, *Adult Education Programs, *Educational Development, *Educational History, *Educational Policy, Foreign Countries, Job Training, Literacy Education, Nonformal Education, Vocational Education

Identifiers-*Thailand

To develop background for examining the past, present, and future of adult education in Thailand, the author initially sketches an economic and geographic profile of the country. In the second of five sections, Thailand's adult education movement is traced by examining the influences of kings, the Buddhist religion, various governments, and the citizens. There is an emphasis on the history of the development of literacy and vocational education programs. The author also focuses on the historic role of the Adult Education Division (formed in 1940 as a part of the Ministry of Education) in setting educational objectives. Finally the 1973 revolution and the educational reforms which followed are discussed. Section 3 reviews the Adult Education Division's current sponsorship of three program types: general education, skill training, and general knowledge/information. Section 4 examines the development of a non-formal education program by the Adult Education Division. Approved in 1973 by the World Bank, the program is described as multipurpose and involves three network tiers in (1) five regional, research, development and training centers, (2) provincial and some district lifelong education centers, and (3) rural adult centers. The final section summarizes twelve points of interest to American adult educators and includes fourteen discussion questions. (CSS)

ED 164 863 CE 018 978

Carter, Michael A.

Contradiction and Correspondence: An Analysis of the Relation of Schooling to Work. Discussion Paper 75-1.

Center for Economic Studies, Stanford, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 75
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Background, Educational Change, Educational Theories, Employee Attitudes, *Employer Employee Relationship, Employment, Employment Potential, Job Enrichment, Laborers, Manpower Utilization, *Occupational Aspiration, Organization, Organizational Change, Organizational Development, Organizational Effectiveness, *Relevance (Education), *School Attitudes, *School Industry Relationship, Underemployed, Vocational Adjustment, *Work Attitudes, Work Environment, Work Simplification

The world of work is composed of contradictory conditions which schooling tries to mediate through a reproductive process. The present organization of production based on wage-labor is inherently self-contradictory in that the interests of management and labor are directly opposed. School prepares individuals to deal with the types of peer relationships, authority figures, knowledge, and control over work content that they will eventually face on the job. This preparation, or correspondence of schooling to working conditions, facilitates workers' acceptance of the social and structural composition of labor. However, the mechanisms of this correspondence are beginning to break down, and a ``crisis in education'' is resulting. As jobs become more routinized and simplified to reduce costs and training time, school credentials are losing much of their meaning. No longer does a high level of academic achievement guarantee a high-paying, high-status job. As a result of this breakdown, workers are becoming increasingly disillusioned and cynical about the job market, and are applying pressure for more democratic, participatory forms of work organization. If such changes do occur in the world of work, then schooling processes must change in a corresponding fashion. (ELG)

ED 164 864 CE 018 979

Carnoy, Martin Rumberger, Russell W.

Segmented Labor Markets: Some Empirical Forays. Discussion Paper 75-2.

Center for Economic Studies, Stanford, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 76
Grant-G-003-0205
Note-80p.; Not available in hard copy due to reproducibility problems. For a related document see ED 157 811

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Age, Black Employment, Blacks, Caucasians, Census Figures, Comparative Analysis, Educational Background, *Employees, *Employment Qualifications, Females, *Industrial Personnel, Jobs, *Labor Market, *Males, Occupational Information, *Occupational Mobility, Working Hours, Working Women

Identifiers-United States

Employing 1970 U.S. census data, tests were conducted to examine the empirical evidence on the existence of U.S. labor market segments. Some comparisons between the labor market for males and females were made, but the analysis concentrates on males. Labor markets were divided by race, sex, job types (secondary, primary subordinate, primary independent, and crafts) and industry types (public and private). The basic concern was with intra-segment economic position, defined as annual earnings. One hypothesis tested was that mobility between occupational and industrial segments is limited for blacks and whites and males and females. Data analysis revealed that white males have much higher upward mobility out of secondary labor markets than do blacks. Regression estimates demonstrated that schooling and age are significant correlates of upward mobility for males. In comparing male and female regression estimates by segment it was found that women receive lower salaries than men and generally get a lower pay-off to additional schooling and higher age. Overall study results, while neither proving nor disproving the existence of a segmented labor market, indicate considerable stability over a five-year period in types of jobs and industries people work in, large earnings differences among occupational segments and private industries, and the relationship among education, work experience, and earnings differing among job types but not between industry types. (CSS)

ED 164 865 CE 018 994

Faculty Development in Nursing Education Project. A Report.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Pub Date-78
Note-70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Faculty, *Cultural Awareness, Cultural Differences, Culturally Disadvantaged, Educationally Disadvantaged, *Effective Teaching, *Faculty Development, Faculty Evaluation, Failure Factors, Inservice Programs, Inservice Teacher Education, Instructional Improvement, *Medical Education, *Nursing, Postsecondary Education, Regional Programs, Student Needs, Student Teacher Relationship, Success Factors, Teacher Attitudes, Teacher Improvement, *Teaching Methods
Identifiers-Southern Regional Education Board

This report describes some of the initial plans, activities, and opinions of southern nursing school faculty selected to participate in the Faculty Development in Nursing Education Project (FDN). Section 1 states that the project's overall objectives are to improve and to develop the teaching skills of nurse educators in meeting the needs of students from culturally and educationally diverse backgrounds. Besides listing the twenty participating college nursing programs, the section also describes the history of other nursing education programs sponsored by the Southern Regional Education Board (SREB), FDN's administrator. Section 2 focuses on the development of project plans by task groups appointed at the twenty sites: (1) to identify the targeted student population (male, rural, minority, and disadvantaged students); (2) to establish the special concerns and needs of nursing educators in meeting these students' needs; and (3) to determine faculty beliefs regarding education, learners, and teaching methods (the results of surveys conducted at some sites are summarized). Also included are two papers previously published by the SREB and relevant to FDN activities: Diversity: Cultural and Educational'' which emphasizes the special needs of students of diverse backgrounds and Dimensions of the Teacher's Role'' which discusses the purpose and process of teaching. (ELG)

ED 164 866 CE 019 010

Donabedian, Avedis

Needed Research in the Assessment and Monitoring of the Quality of Medical Care. NCHSR Research Report Series.

National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
Report No.-DHEW-PHS-78-3219
Pub Date-Jul 78
Note-46p.
Available from-National Center for Health Services Research, Office of Scientific and Technical Information, 3700 East-West Highway, Room 7-44, Hyattsville, Maryland 20782
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, Evaluation Criteria, Measurement Techniques, *Medical Care Evaluation, Medical Services, Models, Program Evaluation, *Quality Control, Research Methodology, *Research Needs, Standards, State of the Art Reviews

In this paper the author assesses the state-of-the-art on quality assessment and monitoring of medical care and makes recommendations for needed research in this area. Following a brief introduction, the content is presented in two sections. The first, providing a frame of reference, covers definitions; quality assessment and program evaluation; relationship of quality and quantity; relationship of quality and cost; strategies of care; structure, process, and outcome; monitoring versus research; and the uses of outcomes. The second section presents a catalog of needed research on assessing and monitoring the quality of medical care. The research areas covered are as follows: basic explorations and studies of what constitutes quality, description of prevalent patterns and strategies of care, the epidemiology of quality, the relationship of structure to process or outcome, development of basic tools for assessment, specification and testing of system-design elements, comparative studies of quality using different approaches, further development of promising current approaches, integrative measures of quality, applications to special areas, consumer perspectives and the consumer's role, quality assessment and monitoring as a social process, and effectiveness and the factors that influence it. An extensive bibliography is attached. (EM)

ED 164 867 CE 019 013

A Report to the President & Congress on the Status of Health Professions Personnel in the United States. Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-DHEW-HRA-78-93

Pub Date-Aug 78

Note-386p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Data Collection, Dentists, Employment Opportunities, Employment Trends, Enrollment, Federal Legislation, Geographic Distribution, *Health Personnel, Information Needs, Information Systems, Job Market, *Labor Market, *Labor Supply, *Manpower Needs, Optometrists, Pharmacists, Physicians, *Prediction, Professional Education, Statistical Data, Tables (Data), Veterinary Medicine

Identifiers-Health Professions Educational Assistance Act 1976, United States

This report, the first of a series of annual reports mandated by the Public Health Service Act as amended by the Health Professions Educational Assistance Act of 1976 (P.L. 94-484), describes and analyzes the status of health professions personnel in the United States. The professions covered are medicine, osteopathy, dentistry, optometry, pharmacy, podiatry, and veterinary medicine. The content is presented in ten chapters. The first overviews the trends in health manpower supply and major health manpower concerns. The next chapter describes the dynamics of health manpower supply, including geographic distribution, licensure, and education. Chapter 3 discusses major considerations in determining health manpower requirements. In separate, succeeding chapters, information is presented on the status of physicians, dentists, optometrists, pharmacists, podiatrists, and veterinarians. The information for each profession covers general and specific issues pertinent to the supply of and requirements for personnel. Focus is on professional and graduate education, student and practitioner trends and characteristics, current manpower supply, and projected manpower requirements. The last chapter briefly describes plans to develop a health professions data reporting system to meet the requirements of PL 94-484. The appendix contains detailed tables on each of the health professions covered and technical information on the sources and methodologies underlying the material presented. (EM)

ED 164 868 CE 019 016

Gorth, William P. And Others
Massachusetts Statewide Educational Assessment 1977-78. Summary and Interpretations. Career and Occupational Development.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Sep 78
Note-84p.; For a related document see CE 019 017. Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, Career Awareness, *Career Development, Career Education, Data Analysis, Decision Making Skills, *Educational Assessment, Educational Improvement, Educational Objectives, *Evaluation Methods, Information Dissemination, Program Planning, Secondary Education, *State Surveys, Tables (Data), Test Construction, *Testing, Values, Work Attitudes
Identifiers-*Massachusetts

The 1977-78 Massachusetts statewide assessment of Career and Occupational Development (COD) included the development of test instruments, administration of the tests to a sample of thirteen- and seventeen-year-olds throughout the state, analysis and interpretation of the data, and dissemination of the results. The COD test was objective-referenced in nature. Each test item was matched to COD objectives in one of the following areas: job characteristics; job

requirements; career decision making; basic skills; and attitudes and values. A panel of educators, school administrators, and business representatives met to evaluate the actual student performance in terms of their own benchmark'' of desirable achievement. Finally, the COD technical committee met to review all the results of the assessment and, with the input of the Benchmark Panel, generated a set of interpretative comments and recommendations for action. (This report describes the major outcomes of the assessment by reporting the following: performance on objectives; comparisons of the achievement of Massachusetts students with that of students within each age group; and highlights of the student and principal questionnaires. Also the interpretations and recommendations made by the panel and technical committee are presented. A companion document, CE 019 017, describes in detail the design and methodology of the assessment.) (BM)

ED 164 869 CE 019 017

Gorth, William P. And Others
Massachusetts Statewide Educational Assessment 1977-78. Technical Report. Career and Occupational Development.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Pub Date-Sep 78
Note-392p.; For a related document see CE 019 016. Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Basic Skills, Career Awareness, *Career Development, Career Education, Data Analysis, Decision Making Skills, *Educational Assessment, Educational Improvement, Educational Objectives, *Evaluation Methods, Information Dissemination, Program Planning, Secondary Education, *State Surveys, Tables (Data), Test Construction, *Testing, Values, Work Attitudes
Identifiers-*Massachusetts

The 1977-78 Massachusetts statewide assessment of Career and Occupational Development (COD) involved the testing of 2,238 thirteen-year-olds and 2,201 seventeen-year-olds. The assessment design required developmental activities aimed at the production of (1) customized achievement tests referenced to important COD objectives, (2) student questionnaires designed to collect information on individual student and home variables, and (3) principal questionnaires designed to collect information on school-related variables. A panel of educators, school administrators, and business representatives met to evaluate the actual student performance in terms of their own benchmark'' of desirable achievement. Results were compared on each age level and on the COD objectives, which were organized in the following areas: job characteristics; job requirements; career decision making; basic skills; and attitudes and values. Based on these comparisons, the panel felt that more emphasis should be placed on teaching career decision making skills to both age levels and on giving thirteen-year-olds additional instruction in the kinds of abilities, training, and preparation required for various careers. Overall, the panel felt that students at both age levels were receiving sufficient instruction in the other areas. (The first four chapters of this report contain a summary of the design and methodology of the assessment. The remaining seven chapters present a detailed analysis of the assessment results. A number of supporting documents appear in the appendixes, and a companion document CE 019 016 presents a complete interpretation and summary of the results.) (BM)

ED 164 870 CE 019 018

Wulfeck, Wallace H., II And Others

The Instructional Quality Inventory: I. Introduction and Overview.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-SR-79-3

Pub Date-Nov 78

Note-29p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Armed Forces, Classification, Course Content, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Instructional Design, *Instructional Improvement, Instructional Materials, Instructional Systems, *Military Training, Program Effectiveness, *Quality Control, *Systems Approach, *Systems Development, Task Performance, Teaching Methods, Test Reliability, Test Validity, Training Objectives

Identifiers-*Instructional Quality Inventory, Instructional System Development, Navy, United States

This report describes the instructional quality inventory (IQI), which was developed to provide quality control/evaluation procedures for the instructional system development (ISD). The ISD is described as a method used by the military to develop or revise training courses. IQI procedures are detailed in six sections. Section 1 explains the IQI classification system, which classifies instructional parts (objectives, tests, and presentations) according to performance tasks and instructional content. Section 2 reviews the IQI steps, which are used to determine if each objective is adequate for further instructional development. The third section outlines the process used to determine whether test items are consistent with objectives and whether each item is adequate. The following section provides guidelines for insuring that the presentations are consistent with the objectives and the test items and are adequate. In section 5 rules for assessing presentation adequacy are presented. The final section reviews the resources needed to use the IQI. (Author/CSS)

Curry, Thomas F., Jr. And Others

Selection and Training of Navy Recruit Company Commanders. Final Report.
Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Report No.-TAEG-62
Pub Date-Sep 78
Note-135p.; Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education Programs, Armed Forces, Comparative Analysis, Curriculum Design, Job Training, *Military Training, Needs Assessment, *Officer Personnel, *Personnel Selection, Program Content, Program Descriptions, Program Design, Program Effectiveness, Program Improvement, *Recruitment, *Training Techniques
Identifiers-*Navy, *Recruit Training Instructors, United States

This report addresses the selection, training, and utilization of Navy Recruit Company Commanders (Recruit Training Instructors). It represents one in a series of reports concerning the optimization of Navy Recruit Training to meet the needs of the post-1980 period. The report provides a comprehensive review of the Navy's Recruit Company Commander program, including mission and organization; selection criteria and procedures; career benefits and incentives; training approach and content; and duties and functions. A comparison is drawn between the Navy's Company Commander program and similar programs of the Army, Air Force, Marine Corps, and Coast Guard. Recommendations for the optimization of the Navy Company Commander (Recruit Training Instructor) programs are provided, including a proposed standardized training school curriculum. Descriptions of such programs in the other branches of the Armed Forces are appended. (Author/CT)

ED 164 872 CE 019 030

National Advisory Council on Extension and Continuing Education. 1978 Annual Report.

National Advisory Council on Extension and Continuing Education, Washington, D.C.
Pub Date-30 Jun 78
Note-38p.; Some pages and italicized sections in this document may not reproduce well. For a related document see ED 131 254
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Access to Education, *Adult Education, Adult Education Programs, *Advisory Committees, Community Problems, Educational Opportunities, *Extension Education, Federal Aid, *Federal Legislation, Financial Support, Nontraditional Students, Participation, *Policy Formation, Postsecondary Education, Special Services
Identifiers-Higher Education Act Amendments 1965, Higher Education Act Amendments 1976

This report reviews the activities of the Administration, the Congress, and the Council in response to the learning needs of adults and community groups, and to the developmental needs of postsecondary institutions. The report focuses on activities and/or legislation surrounding five major issues: (1) removal of arbitrary barriers to participation in continuing education, (2) encouragement to institutions of higher education to offer activities and services appropriate to the special needs of adults, (3) improvement of the capability of colleges and universities to meet their public service responsibilities, (4) stimulation of more effective and widespread use of existing public and private learning resources for the solution of community problems and for the development of new learning opportunities for adults not adequately served by existing programs, and (5) development of a coherent federal role in support of community service and continuing education as an alternative to the "Ad Hoc" decision making which has created discrete and often overlapping federal programs. (CSS)

ED 164 873 CE 019 065

Persons, Edgar A.

Helping Small Businesses Make It. Critical Issues Series, no. 1.

American Vocational Association, Washington, D.C.
Pub Date-78
Note-16p.
Available from-The American Vocational Association, Inc., 2020 North Fourteenth Street, Arlington, Virginia 22201 ($3.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50+, 30% off)
Document Not Available from EDRS.
Descriptors-*Business Education, *Curriculum Design, Demonstration Programs, Educational Objectives, Instructional Staff, Management Development, *Management Education, *Program Descriptions, Program Evaluation
Identifiers-Minnesota, *Small Businesses

This booklet describes the Minnesota model for small business management education. The content is presented in five parts. The first discusses the economic role of small business and the need for small business management education. Part 2 discusses the development of the Minnesota model for management education for both farmers and small business operators. Part 3 on the goals and design of the business management program covers family and business goals, local need for a program, funding, logistical support, and a job description for instructors. Part 4, focusing on the instructional program, discusses instructional activities, the curriculum design, and business records and analysis. The last part briefly addresses program evaluation. (EM)

ED 164 874 CE 019 066

Swanson, Gordon And Others

Youth Unemployment: Solving the Problem.

American Vocational Association, Washington, D.C.

Pub Date-78

Note-124p.

Available from-American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($6.00; 10-19 copies, 10% off; 20-29copies; 15% off; 30-39 copies; 20% off; 40-49 copies, 25% off; 50# copies, 30% off)

Document Not Available from EDRS.

Descriptors-Dropouts, Educational Change, Educational Programs, *Employment Programs, *Federal Legislation, Females, Handicapped, *Job Training, Manpower Development, Minority Groups, Policy Formation, Program Descriptions, Program Development, Unemployment, *Vocational Education, *Youth Employment, Youth Programs

Identifiers-*Comprehensive Employment Training Act, *Youth Employment Demonstration Projects Act

This multi-authored book concentrates on how vocational education can help alleviate youth unemployment. G. Swanson reviews the role of vocational education in the nation's employment and training programs. He discusses education and training legislation, changes in legislative and program emphasis, and the national commitment to institution-based programs. R. Evans examines national youth employment legislation and its underlying issues and policies. R. Taggart and G. Wurzberg address themselves to opportunities for vocational education in youth employment and training programs. D. Robinson deals with special needs youth: minorities, handicapped, females, and dropouts. J. Rossbach illustrates effective strategies for implementing the federal youth legislation, emphasizing CETA and the Youth Employment and Demonstration Projects Act. L. D. Briggs examines components of exemplary training programs for youth. G. Venn describes successful patterns of serving youth through vocational education, emphasizing the need for educational change. Finally, L. Gess stresses the need for a national youth development policy, elaborating on the function of policy makers in stimulating youth employment. Several chapters have lists of suggested readings and addresses to write for further information. (CT)

ED 164 875 CE 019 067

Reece, Barry L.

Teaching Adults: A Guide for Vocational Instructors. Professional Development Series, no. 1.

American Vocational Association, Washington, D.C.

Pub Date-78

Note-24p.

Available from-American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($3.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50*, 30% off)

Document Not Available from EDRS.

Descriptors-Adult Educators, Adult Programs, *Adult Vocational Education, *Classroom Environment, *Course Organization, *Evaluation Methods, *Instructional Design, Job Application, Sequential Approach, Student Teacher Relationship, Teacher Characteristics, Teaching Guides, *Teaching Methods

A series of helpful tips for planning and teaching an adult course is contained in this guide. Section 1 studies the creation of a climate for learning. It includes such elements as the uniqueness of teaching adults, the characteristics of successful adult instructors, the importance of the first class meeting, getting to know the students, and providing for the physical comfort of the students. Next, section 2 examines the development of the teacher's training plan. This section is divided into two subsections: preparing the training plan and selecting instructional content. Section 3 concentrates on the selection of appropriate teaching methods. The topics discussed here include the nature of learning, emphasis on job application, learning as a self-activity, instruction sequencing, and teaching methods for various occasions. Finally, the evaluation process is examined along with its purposes and varying designs. Several charts illustrate the material and a sample quiz and evaluation form are included. (CT)

ED 164 876 CE 019 068

Lamar, Carl S., Ed.

Comprehensive Planning or Vocational Education. A Guide for Administrators. American Vocational Association, Washington, D.C.

Pub Date-78
Note-281p.
Available from-The American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($12.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50π, 30% off)
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-Administrator Guides, Advisory Committees, Community Planning, Comprehensive Programs, Cooperative Planning, Decision Making, Educational Planning, Educational Policy, Educational Resources, *Educational Strategies, Federal Legislation, Instructional Systems, *Management Information Systems, Policy Formation, *Prediction, Program Coordination, Program Effectiveness, *Program Planning, Staff Role, Statewide Planning, *Vocational Education, Yearbooks
Identifiers-Education Amendments 1976, United States

This book was designed to serve as a guide for vocational education administrators in implementing comprehensive program planning (the process of forecasting the future and then preparing for it) as called for in the Education Amendments of 1976. The content is presented in ten chapters. The first provides an overview of comprehensive planning in vocational education, while the next chapter proposes a decision-making strategy for program planning. Chapter 3 covers the rationale and need for comprehensive planning at the national, state, and local levels. The focus of the fourth chapter is on information systems for planning, including the design, operations, and use of information systems. Chapter 5 on the use of resources to support planning functions discusses the securing, allocation, and management of resources. In the next chapter the human element in comprehensive planning is covered and includes staff involvement in planning and the effective use of advisory groups. Chapter 7 deals with the training of personnel to plan effectively, while the eighth chapter covers the implementation of the planning program. Chapter 9 discusses different planning techniques, such as the Delphi technique and advocate team progress. The last chapter focuses on evaluating the effectiveness of comprehensive planning. Four case studies demonstrating exemplary approaches to state plan development are appended. (EM)

ED 164 877 CE 019 069

Promoting Vocational Education. A Public Relations Handbook for Vocational Educators.

American Vocational Association, Washington, D.C.

Pub Date-78

Note-55p.

Available from-The American Vocational Association, 2020 N. 14th Street, Arlington Virginia 22201 (Order Number 10178, $4.00; 10% for 10-19 copies; 15% off for 20-29 copies; 20% off for 30-39 copies; 25% off for 40-49 copies; 30% off for 50+ copies)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, Educational Responsibility, Mass Media, Program Guides, *Program Planning, *Publicize, *Public Relations, School Community Cooperation, School Community Relationship, *Vocational Education

This handbook for vocational educators was developed as a tool to help them in their public relations efforts. Following a brief introduction, the content is presented in twelve sections. The first discusses the roles of various professionals and groups in vocational education. Section 2 covers planning a total public relations program and includes steps in planning, instructions on how to start the planning process, and keeping a public relations calendar. The next two sections cover communications with internal and external publics, while section 5 discusses using mass media as a communications tool, particularly the newspaper. Section 6 covers printed messages between vocational educators and their publics, including newsletters, brochures, pamphlets, letters, and posters. The next three sections discuss communication via visual media, verbal media, and audiovisual media. Section 10 covers advertising a program through paid advertising, billboards, and direct mail; section 11 is on planning special events, such as open houses and conferences. The last section provides guidelines for planning a National Vocational Education Week (NVEW) and includes a calendar of planning activities. (EM)

Ricketts, Samuel Clifton
A Historical Perspective of Federally Administered Programs as to Monies Appropriated for Research and Development, Demonstration Projects, and Curriculum Development.
Ohio State Univ., Columbus.
Pub Date-78
Note-37p.; Table I may be marginally legible due to small and broken print; Appendixes were removed prior to document being submitted to ERIC and are not included in the pagination
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Curriculum Development, Demonstration Projects, Educational Administration, Educational Coordination, Educational Development, Educational Finance, Educational Improvement, *Educational Legislation, Educational Needs, Educational Research, *Federal Aid, *Federal Legislation, Federal State Relationship, Financial Needs, Financial Support, Project Applications, Research Proposals, Training, *Vocational Education
Identifiers-*Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Amendments 1976

Since 1963, Congress has provided funds and support for vocational education by passing the Vocational Education Act of 1963 and two sets of amendments, the Vocational Education Amendments of 1968 and of 1976. Federally authorized appropriations during this time have increased from eight million dollars in 1963 to eighty million in 1978. Enacted to replace the Smith-Hughes Act (1917), the 1963 Act was designed to meet current needs by funding projects in the areas of research, demonstration projects and models, and training. The Vocational Education Amendments of 1968 divided federal funding into three distinct categories: (1) Part C for research and training, (2) Part D for demonstration projects, and (3) Part I for curriculum development. Under this separation of funding it was found that programs often operated in isolation without continuity from research to demonstration to implementation. To correct this situation, amendments were passed in 1976 to consolidate research, exemplary and innovative programs, and curriculum and staff development into a single category. Unlike the earlier legislation, these laws restricted federal funding to applied, close-ended research projects of national significance. Despite the coordinated approach required by these statutes, curriculum development appears to be receiving less emphasis and financial support than other areas. (ELG)

ED 164 879 CE 019 075

Larson, Curtis G. Krueger, Kurt
Career and Vocational Education. Industrial Arts Competencies.
San Mateo Union High School District, Calif.
Pub Date-78
Note-46p.; For related documents see CE 017 076-077
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum Guides, Drafting, Electronics, Graphic Arts, *Industrial Arts, *Management Systems, Metals, *Performance Based Education, *Performance Criteria, Secondary Education, *Student Evaluation, Task Performance, Woodworking

This competency-based curriculum guide is designed to assist the teacher in the organization and management of the industrial arts program. It includes student performance objectives which detail the responsibilities of the teacher and the students. The competencies described in the document represent individual learning units in each of the following subject areas: automechanics, electronics, metals, residential planning, technical drawing, woods, and graphic arts. The authors suggest that these competency units described can be a basis in program evaluation which can assist in more effective planning and in maintaining an up-to-date educational evaluation of the progress of each student enrolled. In each area, the competencies are listed followed by the specification of the tasks involved. Each section also explains at what educational level the various competencies should be demonstrated and at what point students should be certified competent. Two other curriculum guides accompany this document and include performance objectives for courses in health occupations education (CE 019 076) and metals (CE 019 077). (CT)

ED 164 880 CE 019 076

Larson, Curtis G. Fiedler, Beatrice

Career and Vocational Education. Concepts of Health Management System.

San Mateo Union High School District, Calif.

Pub Date-78

Note-26p.; For related documents see CE 017 075-077. Not available in hard copy due to uneven print quality in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Age, *Behavioral Objectives, Course Organization, Curriculum Guides, Diseases, *Health Education, Heredity, Hygiene, *Management Systems, Mental Health, *Performance Based Education, *Performance Criteria, Reproduction (Biology), Secondary Education, *Student Evaluation, Task Performance

This curriculum guide is designed to assist students in developing the ability to understand the many aspects of personal/social/mental health. It emphasizes student performance objectives in physical well-being, disease, reproduction, heredity, mental health and aging. It is also designed to assist the local teacher with organization and management of the course. The management system describes the accountability line and the information flow from the teacher to the principal and to the superintendent. First, the overall course objectives, district goals and objectives, and teacher facilitating objectives are listed. Next, the student performance objectives are presented in five units, which are titled (1) Postive Mental Health; (2) Human Sexuality; (3) Growth and Maturation; (4) Death and Dying; and (5) Man and Disease. These objectives are arranged in nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly grades are issued. Appendix 1 includes a management system report time frame check lists, teacher facilitating objectives, student objectives, and a narrative report. Appendix 2 lists suggested audiovisual materials for health education on such topics as birth control; coping with emotions, aging, and death; alcohol; buying health care; and heart disease, cancer, and high blood pressure. Two other curriculum guides accompany this document and include performance objectives for courses in metals (CE 019 077) and industrial arts (CE 019 075). (CT)

ED 164 881 CE 019 077

Larson, Curtis G. Frazer, Cloyce
Career Development Programs. Metals Program Management System.
Santa Clara County Office of Education, San Jose, Calif.
Pub Date-76
Note-40p.; For related documents see CE 017 075-076
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Behavioral Objectives, Course Organization, Curriculum Guides, Decision Making, *Management Systems, *Metals, Metal Working Occupations, *Performance Based Education, *Performance Criteria, Secondary Education, Skill Development, *Student Evaluation, Task Performance, Trade and Industrial Education

This curriculum guide describes a broad range of teaching objectives and student learning experiences in several metal occupations. It also provides assistance to students in gathering data for personal decision making with regard to the metals industry as a career alternative and helps prepare students for entrance into post-high school technical programs. Specific units cover entry-level skills development in the areas of safety, metals technology, bench and wrought metal, sheet metal, art metal, forging, heat treating, foundry, welding, machine shop, metals in everyday living, and finishing. The guide is also designed to assist the local teacher with organization and management of the course. It describes the accountability line and the information flow from the teacher to the principal and to the superintendent. The management system includes measurable objectives which detail the responsibilities of the teacher and the students. The student performance objectives are arranged in nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly grades are issued. The appendix contains a management system report, time frame checklists for teacher and student objectives, and a narrative report example with instructions. Two other curriculum guides accompany this document and include performance objectives for courses in health occupations education (CE 019 076) and industrial arts (CE 019 075). (CT)

Weis, Susan F. And Others

Curriculum Guide for Food Service Instructional Programs in Pennsylvania.

Pennsylvania State Univ., University Park.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
Pub Date-77
Note-1,104p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$2.00 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Vocational Education, Behavioral Objectives, Cooperative Education, Curriculum Guides, *Equipment Utilization, *Food Handling Facilities, *Food Service, *Foods Instruction, Handicapped Students, Learning Activities, Mathematical Applications, *Nutrition, *Occupational Home Economics, Prevocational Education, Safety, Sanitation, Secondary Education
Identifiers-Pennsylvania

This curriculum guide for an occupation home economics program in food management and production services is designed for use in teaching commercial food service at the high school level. (The authors state that the guide materials are also adaptable for programs of prevocation education, vocational education for the handicapped, adult vocational education, and cooperative education). Section 1 presents an overview of the guide, giving suggestions for planning, teaching, and evaluating vocational food service programs. Also included is an explanation of the design of and suggestions for using the guide. Section 2 presents ten instructional units (concepts): (1) program orientation; (2) safety; (3) sanitation; (4) applied nutrition; (5) small equipment; (6) major equipment; (7) receiving, storing, and issuing; (8) quality food production; (9) customer service procedures; and (10), food service math. Each unit includes a statement of the relevance of the material, a list of performance competencies, suggested teacher activities, and a list of key words (trade vocabulary) related to each unit. The concluding section is a teacher reference section. Provided are suggestions for involving students, presenting information, using visual aids evaluation, and managing the classroom. Also provided is a reference list of publications, filmstrips, and worksheets for this curriculum guide. (JH)

ED 164 883 CE 019 090

Knight, James A. Bender, Ralph E.
Why Vocational Agriculture Teachers in Ohio Leave Teaching. Summary of Research.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Report No.-SR-14
Pub Date-78
Note-14p.
Available from-Department of Agricultural Education, Ohio State University, Columbus, Ohio 43210 (Free while supply lasts)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Change, Faculty Mobility, Job Satisfaction, Secondary School Teachers, State Surveys, *Teacher Attitudes, *Teacher Employment, Teacher Salaries, Teaching Experience, Vocational Adjustment, *Vocational Agriculture Teachers, *Work Attitudes
Identifiers-Ohio

To identify the major reasons why high school vocational agriculture teachers in Ohio left their teaching positions between 1970 and 1975, 134 former teachers and 118 current teachers were surveyed. Former teachers were asked to rank forty-five factors on the extent of influence each factor had on their decision to leave teaching. The five factors which were ranked as the most influential were long range occupational goals were other than teaching vocational agriculture; there were students in class who should not have been in vocational agriculture; inadequate advancement opportunities; long hours; and inadequate salary. An analysis of the relationship between demographic factors and influential factors revealed four findings, two of which are the following: as time spent in supervision of students' occupational experience programs increased, former teachers generally reported student learning difficulties and discipline problems as being less influential in their decision to leave; and the higher the reported salary during the last year of teaching the less influential inadequate salary generally became. In comparing former and current teachers, it was found that the former teachers tended to report lower salaries than the current teachers with whom they were matched. (EM)

ED 164 884 CE 019 098

Hull, William L. And Others

Research Needs in Diffusion, Change and Information Systems.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Oct 78

Note-14p.; Paper presented at an invitational Conference on Research on Dissemination and Utilization in Education at the University of Texas (October 4-6, 1978. A chart in this document may not reproduce well because of small, light print

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Agency Role, Communication (Thought Transfer), Demonstration Programs, *Diffusion, *Educational Change, *Educational Development, Educational Innovation, *Educational Research, Information Dissemination, Information Needs, Information Processing, Information Retrieval, *Information Systems, Information Utilization, Program Effectiveness, *Research Needs, User Satisfaction (Information)

Identifiers-National Center for Research Vocational Education

Through an examination of the background and current status of programs at the National Center for Research in Vocational Education, one can identify many research problems and issues. Some of these current National Center programs include a diffusion program (combining five U.S. Office of Education-sponsored projects), research and development (R&D) efforts (focusing on operational problems in National Center diffusion and information systems), and information system activities (including the ERIC Clearinghouse on Adult, Career, and Vocational Education, the National Center Clearinghouse, and the Resource and Referral Service). Based on these and past activities, eight issues can be identified as potential research topics concerning educational dissemination and utilization: (1) a discrepancy exists between national priorities and local user needs for the dissemination of R&D results; (2) communication processes need further development; (3) practitioner capability to obtain and use R&D information needs strengthening; (4) diffusion of innovation strategies have not been validated; (5) information about exemplary programs is not valid or reliable; (6) methods of conceptualizing and measuring the impact of R&D based information have not been developed; (7) the issue of selective versus comprehensive information systems needs resolution; and (8) the roles and relationships of public and private agencies active in dissemination and utilization need clarification. (CSS)

ED 164 885 CE 019 103

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education. Case Studies and Final Report, 1977.

National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D. C.

Spons Agency-National Advisory Council on Vocational Education, Washington, D.C.

Pub Date-Mar 77

Contract-300-75-0340

Note-85p.; For related documents see ED 134 792 and ED 134 793

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Case Studies, Class Activities, Disadvantaged Groups, Employment Opportunities, Employment Services, Federal Legislation, Flow Charts, *Interagency Cooperation, Job Skills, Job Training, Manpower Development, Manpower Needs, Program Budgeting, Program Coordination, *Program Development, *Program Evaluation, State Aid, *Vocational Education

Identifiers-*Comprehensive Employment Training Act, Education Act 1976 Title II, Illinois (Chicago), Pennsylvania (Erie), Virginia

This final report summarizes the findings of the National League of Cities and U.S. Conference of Mayors concerning CETA funded programs. It also examines three case studies in Chicago; Erie, Pennsylvania; and the Virginia Peninsula. The report discusses the need for cooperation between CETA and the vocational education system. Characteristics of good skill training are outlined as well as difficulties in developing CETA programs. Ways in which Title II of the Educational Act of 1976 aid CETA program development are examined. In the Chicago case study, funding of CETA programs is explained in great detail. A flow chart illustrates Chicago's Title I CETA program, including employment services and opportunities in 1977. Much discussion is given here to classroom training. Mention is made of state funding's involvement and how Chicago's program is coordinated. The Erie and Virginia Peninsula studies cover in less detail the same areas as the Chicago study. Flow charts of Erie's Office of Manpower Services and the route taken by a prospective CETA client are included. The Virginia Peninsula study contains flow charts of the peninsula's office of manpower programs organization and the manpower service delivery system. Appended are Chicago's Acceptable Occupations list and Erie's skill needs survey of manufacturing. (CT)

ED 164 886 CE 019 105

Halmes, Ellen Sawatzky, Joyce

Vocational Home Economics Education. Needle Trades.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-78

Note-332p.; For a related document see ED 159 367 ; Parts may not reproduce clearly due to colored background

Available from Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Vocational Education, Behavioral Objectives, Curriculum Guides, Equipment Maintenance, Job Skills, Learning Activities, *Needle Trades, *Occupational Home Economics, Secondary Education, *Sewing Instruction, Worksheets

This instructional package, designed for use in secondary and adult education, focuses on the vocational area of needle trades. Section A of this document contains three units of instruction; ``Securing a Job,'' ``Career Success,'' and ``The Free Enterprise System.'' Section B contains four units on sewn products operations: ``Sewing Machine Maintenance and Safety,'' ``Needle Trade Techniques,'' ``Cutting Room Operations,'' and ``Quality Control, Pressing, and Shaping.'' Each unit includes the following elements: unit goals and student performance objectives, suggested teacher activities, information sheets (lesson content, illustrations, background information), student worksheets, worksheet answers, job sheets (procedure steps for specific job skills), transparency masters, unit references (books, magazines, etc.), unit tests, and unit test answers. (JH)

ED 164 887 CE 019 107

Woelfer, Carlyle

The Articulation of Occupational Education Programs between Secondary Schools and Community Colleges/Technical Institutes Project, 1 September 1974-31 Jul 1978. Final Report.

North Carolina State Dept. of Community Colleges, Raleigh. Office of Program Improvement.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jul 78

Note-87p.; For related documents see CE 019 108-111

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administrative Policy, *Articulation (Program), Auto Mechanics (Occupation), Business Education, College School Cooperation, Community Colleges, Cooperative Planning, Course Objectives, Curriculum Guides, Drafting, Models, *Postsecondary Education, Program Coordination, *Secondary Education, State Departments of Education, State Programs, Task Analysis, Technical Institutes, *Vocational Education

Identifiers-*North Carolina, North Carolina (Duplin County)

The purpose of this project was to develop a comprehensive model plan for the articulation of public high school vocational education programs with the occupational education programs of the community colleges/technical institutes in Duplin County, North Carolina. Such a plan would serve also as a guide for articulation efforts throughout the state. Project procedures were divided into two phases. Phase I included the orientation and preparation of project participants relative to articulation concepts; the finalizing of a plan of action; the development of policies and procedures; the organization of local area joint advisory and program committees that would be used in the development of the materials; the development of job task inventories and state pilot model instruction objectives guides; application of articulation procedures; and the development of an articulation policies and procedures guide. During phase II a set of three State Pilot Model'' instructional objective guides were developed in automotive mechanics, executive secretary/business education, and drafting. A State Pilot Model'' articulation policies and procedures guide was also developed. For those programs commonly taught by numerous institutions throughout the state, it was concluded that a better quality articulated vocational/occupational education program can be developed with less cost and effort by a joint state occupational advisory and program committee than can be done at the local level. (Also available are a Policies and Procedures Guide CE 019 108 and Instructional Objectives Guides CE 019 109-111 .) (JH)

ED 164 888 CE 019 108

Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).

North Carolina State Dept. of Community Colleges, Raleigh. Office of Program Improvement.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jul 78

Note-140p.; For related documents see CE 019 107-111

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Administrative Policy, Administrator Guides, Advisory Committees, *Articulation (Program), Community Colleges, Course Objectives, Credits, Models, *Postsecondary Education, *Program Administration, Program Coordination, *Secondary Education, Standards, State Programs, Technical Institutes, Transfer of Training, *Vocational Education

Identifiers-*North Carolina

Policies and procedures for the implementation of five concepts as steps in the articulation of vocational education programs are presented. Part I of the document provides an introduction to the project and guide development. Part II, organized into six sections, contains the implementation procedures. The first section, Implementation of Concept I'' (policy guidance, communication, and support) includes the areas of area vocational/occupational education advisory committee, institutional visitations by teachers and students, and local area guidance counselors. The second section discusses administrative policies related to articulation, e.g., advanced credit to occupational qualifications, credit for work or military experience, and resource sharing. Implementation of Concept II (standardized instructional content) is presented in section 3. Topics covered include method of developing task inventories, the instructional objectives guides, and development of an instructional block. Section 4 discusses the implementation of concept III (performance standards), including development and recording of performance standards and standardized performance standard references. Section 5 discusses the implementation of concept IV (advisory committees), including purpose of local area advisory and program committee and occupational advisor functions. The concluding section presents the implementation of concept V (evolution, recognition of job qualifications, and awarding of advanced status credits). The appendixes comprise a major portion of the document and include sample format and content of the instructional objectives guides. Also available are the Project Report (CE 019 108) and Instructional Objective Guides (CE 019 109-111). (JH)

ED 164 889 CE 019 109

North Carolina Articulated Instructional Objectives Guide for Executive Secretary/Business Education (State Pilot Model).

North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- Jul 78
Note-250p.; For related documents see CE 019 107-111. Not available in hard copy due to light print in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Articulation (Program), Behavioral Objectives, *Business Education, Community Colleges, *Course Objectives, Curriculum Development, Curriculum Guides, Models, Performance Criteria, *Postsecondary Education, *Secondary Education, *Secretaries, State Programs, Task Analysis, Technical Institutes, *Vocational Education
Identifiers-*North Carolina, North Carolina (Duplin County)

This articulation instructional objective guide for executive secretary/business education contains summary information on sixteen blocks (courses) of instruction. They are the following: introduction to business, business mathematics, personal development, typing beginning, records management, business machine calculating, business machines reproduction, typing advanced, shorthand, accounting basic, office procedures, data processing concepts and control, machine transcription, word processing, office management, and business law 1. Information for the instructional blocks include these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also included are recommended academic subjects for community college/technical institute secretary programs and high school business education programs, and job-task listing for executive secretary. Also available are the Project Report (CE 019 107), Policy and Procedures Guide (CE 019 108), and Instructional Objective Guides (CE 019 110 and 111). (JH)

ED 164 890 CE 019 110

A State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Drafting (Graphic Communications). Part I Basic. Part II Specialty Programs. Section A (Mechanical Drafting and Design). Section B (Architectural Drafting and Design).

North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-204p.; For related documents see CE 019 107-111
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Architectural Drafting, *Articulation (Program), Behavioral Objectives, Community Colleges, *Course Objectives, Curriculum Development, Curriculum Guides, *Graphic Arts, Performance Criteria, *Postsecondary Education, Program Coordination, *Secondary Education, Task Analysis, Technical Institutes, *Vocational Education
Identifiers-*North Carolina

A two-part articulation instructional objective guide for drafting (graphic communications) is provided. Part I contains summary information on seven blocks (courses) of instruction. They are as follow: introduction; basic technical drafting; problem solving in graphics; reproduction processes; freehand drawing and sketching; graphics composition; and lettering. Part II includes two sections: section A, mechanical drafting and design; and section B, architectural drafting and design. Topics included in section A are technical drafting (tolerances, dimensions, threads), descriptive geometry, and design drafting (working drawings, motion transfer, printed circuits). Topics in section B include methods of construction, site survey, and construction estimation. Information for the instructional blocks generally includes these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also available are the Project Report (CE 019 107), Policy and Procedures Guide (CE 019 108) and Instructional Objectives Guides (CE 019 109 and 111). (JH)

ED 164 891 CE 019 111

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).

North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Note-417p.; For related documents see CE 019 107-110
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Articulation (Program), *Auto Mechanics, Behavioral Objectives, Community Colleges, *Course Objectives, Curriculum Development, Curriculum Guides, Performance Criteria, *Postsecondary Education, Program Coordination, *Secondary Education, Task Analysis, Technical Institutes, *Vocational Education
Identifiers-*North Carolina, North Carolina (Duplin County)

This articulation instructional objective guide for automotive mechanics contains summary information on fifteen blocks (courses) of instruction. They are introduction to automotive technology; lubrication and vehicle operating maintenance; cooling system maintenance and repair; automobile heater maintenance and repair; braking system maintenance and repair; fuel system, maintenance and repair; steering and front-end maintenance and repair; drive train with manual transmission maintenance and repair; engine maintenance, repair, and overhaul; automobile heater and air conditioner maintenance and repair; automatic transmission maintenance and repair; electrical systems maintenance and repair; automotive servicing; automotive cooperative training; and automotive emissions control. Information for the instructional blocks include these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also included are recommended academic subjects for high school and community college/technical institute auto mechanics curriculum and job task listing for auto mechanics. Also available are the Final Report (CE 019 107), Policy and Procedures Guide (CE 019 108), and Instructional Objectives Guides (CE 019 109-110). (JH)

ED 164 892 CE 019 129

National Apprenticeship and Training Standards for Vending Machine Mechanics.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-23p.; Sample forms and diplomas at the end of this document will not reproduce well due to small print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Apprenticeships, Employment Experience, Employment Qualifications, *Job Skills, *Job Training, *Machine Repairmen, Mechanical Skills, National Programs, Program Content, Program Descriptions, *Standards, *Vending Machines, Wages

This booklet contains national standards for apprentices in vending machine mechanics. The main topic of the booklet, Provisions of Standards, includes the following: definitions of terms used in the booklet, apprenticeship qualifications, a statement on equal opportunity, employment, explanation of probation, hours of work, credit for previous experience, safety and health training, responsibilities of apprentices, related instruction, ratio of apprentices to journeymen, apprenticeship agreement, continuity of employment, resolving training problems, certificate of completion, local apprenticeship and training committee, consultants to the committee, registration information, apprentice wages, and modification of standards. Appendix A, work processes, lists the specific training skills that will be taught and how many hours will be spent on each for level 2 and 3 apprentices. Appendix B explains the recommended minimum apprentice wage scale. Sample agreements for apprentice and employer and for apprentice and joint apprenticeship committee are shown. Addresses are included for Bureau of Apprenticeship and Training Regional Offices and for the State and Territorial Apprenticeship Agencies. (CT)

ED 164 893 CE 019 138

A Need to Address Illiteracy Problems in the Military Services.
General Accounting Office, Washington, D.C.
Spons Agency-Department of Defense, Washington, D.C.
Report No.-FPCD-77-13
Note-37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Armed Forces, Data Analysis, *Enlisted Personnel, *Illiteracy, Illiterate Adults, *Program Evaluation, *Program Improvement, Reading Difficulty, Reading Materials, Recruitment, *Remedial Reading Programs, Task Performance, Teaching Methods
Identifiers-*Department of Defense

To determine the effects of deficient reading skills in the military service, researchers met with military and civilian officials from four recruit training centers, major research activities personnel, and the commands accountable for education and training. Next, questionnaires were sent to fifteen recruit training centers to obtain data on the services' remedial reading programs. On-site reviews of remedial reading programs in each of the services were conducted. Several adverse effects of poor reading ability were found. Poor readers (1) were discharged at higher than normal rate; (2) face difficulty in technical training; (3) do not perform as well on the job; and (4) have limited career potential. Among the efforts of the Department of Defense (DOD) to alleviate this problem was the development of reading improvement programs. Efforts were also made to reduce the difficulty of reading material that personnel must use, but further efforts are needed in this area. Among the suggested alternatives to alleviate this problem were more selective recruitment, reevaluation and redesign of literacy training programs, and simplification of reading materials. It was recommended that more efforts in this area be made. (Locations visited and characteristics of the DOD reading remediation programs are appended.) (CT)

ED 164 894 CE 019 140

Comparison of State Unemployment Insurance Laws. Comparison Revision, Number 1, August 6, 1978.

Employment and Training Administration (DOL), Washington, D.C. Unemployment Insurance Service.

Pub Date-6 Aug 78

Note-217p.; Not available in hard copy due to print size in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, Comparative Analysis, Federal Legislation, *Fringe Benefits, *Insurance Programs, Labor Standards, Physically Handicapped, *Qualifications, State Legislation, *State Programs, Taxes, Unemployment, *Unemployment Insurance, *Wages

Identifiers-Federal Unemployment Tax Act, Social Security Act

To inform the public about details of the employment security program and how it functions, this comparison of state unemployment insurance laws is presented. The report is based primarily on an analysis of state statutes. It examines state by state the types of workers and employers that are covered under the state law, the methods of financing the program, the benefits that are payable, the conditions to be met for payment, and the administrative organizations established to do the job. The eight chapters deal with the following major subject areas: (1) coverage, (2) taxation, (3) benefits, (4) eligibility, (5) administration, (6) disability, (7) federal claims, and (8) readjustment allowance. Tables accompany each chapter. (CSS)

Dewald, William G., Ed. And Others
The Impact of International Trade and Investment on Employment. A Conference on the Department of Labor Research Results (Washington, D.C., December 2-3, 1976).
Bureau of International Labor Affairs (DOL), Washington, D.C.
Pub Date-78
Note-357p.; Notational and some tabular information will not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00335-1, $5.50)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-Comparative Analysis, *Employment Projections, Employment Trends, Federal Legislation, Foreign Countries, *Foreign Policy, Industry, *International Relations, Investment, Labor Economics, *Labor Market, Labor Turnover, Models, Prediction, Productivity, Research Projects, Unemployment
Identifiers-Japan (Tokyo), Trade Adjustment Assistance Program, Trade Expansion Act 1962

Taken from a December 1976, conference sponsored by the Bureau of International Labor Affairs, these proceedings present research reports on the impact of international trade and investment on U.S. employment. The research, produced or in some instances contracted and monitored by the Department of Labor, is intended to be of use to economists and policymakers. Generally, introductory remarks precede each session part and comments and replies follow the paper's presentation. In the first of seven parts, a sample of industry studies is concerned with the steel and auto industries. Proceedings in part 2 involve labor market adjustments and the issue of displacement. Part 3 introduces a paper evaluating direct labor market effects of the old trade adjustment assistance program before its reformulation under the 1974 Trade Act. The fourth part examines foreign investment and employment. In part 5 a paper is presented on international productivity comparisons. Part 6 is concerned with the effect of the U.S. tariff policy on trade and employment. The final part examines issues for research and policy and the value of research on policy making. (CSS)

ED 164 896 CE 019 142

The Fair Labor Standards Act of 1938, as Amended.
Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.
Report No.-WH-1318
Pub Date-Aug 78
Note-41p.; Notational information will not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-016-00055-1, $1.60)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Child Labor, Child Labor Legislation, Employment Practices, Equal Opportunities (Jobs), Equal Protection, Federal Legislation, *Labor Legislation, *Labor Standards, Minimum Wage, Working Hours
Identifiers-Fair Labor Standards Act 1938 Amended

This publication contains the original text of the Fair Labor Standards Act of 1938 with revisions effected by twenty-three Amendments. (Different typefaces are used to represent the original text and subsequent amendments grouped as pre-1961, 1961, 1966, 1972, 1974, and 1977.) Sections covered in the Act include minimum wages, maximum workweek hours, child labor, the employment of learners, apprentices, students, and handicapped workers, and the prevention of discrimination because of age or sex. (JH)

Women in Nontraditional Jobs: A Program Model. Denver: Better Jobs for Women.

Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-84p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 871-873
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00050-9)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Ancillary Services, *Apprenticeships, Community Involvement, Community Resources, Demonstration Programs, *Employment Programs, Employment Qualifications, Employment Services, Equal Opportunities (Jobs), *Females, Job Application, *Job Placement, Occupational Choice, Occupational Guidance, On the Job Training, Program Administration, Program Costs, Program Design, Program Effectiveness, Recruitment, Success Factors, *Trade and Industrial Education, Tutoring, Vocational Counseling, Vocational Followup
Identifiers-Better Jobs for Women, *Denver

Better Jobs for Women (BJW) is an outreach program designed to place women in apprenticeships or similar unsubsidized on-the-job training programs in the skilled trade occupations. Among the first of its kind in the country, the Denver program has completed six years of operation and has placed over 400 women in more than fifty different skilled occupations. Each of the five full-time staff members focuses on a different aspect of the program. Through various recruitment methods, women are made aware of BJW's existence and purpose. Following attendance at an orientation session, about half of the applicants screen themselves out, leaving a highly motivated group to enter BJW. The enrollees are then provided prevocational counseling to assist them in occupational choice and are tutored in preparation for entry - examinations and interviews. Support services are also offered, such as child care, provision of trade tools, and counseling. In order to place participants, the staff has established an effective relationship with labor, management, and government agencies. Followup to job placement is conducted of both the women and their employers. Because of careful matching of jobs and enrollees, the program has achieved a successful record of trainee job retention. (The appendixes include job descriptions for program staff and copies of materials used during orientation, intake, placement, followup, and administrative reports.) (ELG)

ED 164 898 CE 019 146

Enterprise Standard Industrial Classification Manual. 1974.

Executive Office of the President, Washington, D.C. Statistical Policy Div.

Pub Date-74

Note-28p.; Revised edition

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4101-00091, $0.65)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administration, Agriculture, Business, *Classification, *Codification, Construction Industry, Economic Factors, Financial Services, Health Services, *Industry, Insurance Companies, Manufacturing, Public Service Occupations, Real Estate, Retailing, Service Occupations, Standards, Transportation, Utilities, Wholesaling

This classification is presented to provide a standard for use with statistics about enterprises (i.e., companies, rather than their individual establishments) by kind of economic activity. The enterprise unit consists of all establishments under common direct or indirect ownership. It is defined to include all entities, including subsidiaries, where there is more than 50% ownership. The classification covers the entire field of economic activities: agriculture, forestry, and fishing; mining; construction; manufacturing; transportation and public utilities; wholesale trade, retail trade; finance, insurance, and real estate; services; and public administration. This classification is a revision of the 1968 Enterprise Standard Industrial Classification (ESIC). Most changes reflect the attempt to conform with the latest revision of the Standard Industrial Classification (SIC) (1972). (A table showing the changes is presented in the appendix.) The structure of the enterprise classification makes it possible to tabulate, analyze, and publish enterprise data on a division, two-digit, three-digit, or four-digit basis. Entries appear by field and contain the ESIC code number, the enterprise title, and the SIC code number. (CSS)

ED 164 899 CE 019 148

Harris, Ruby And Others
Survey of Foreign Nurse Graduates.
Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-DHEW-HRA-76-13
Pub Date-Mar 76
Contract-NO1-NU-24300
Note-116p.; Not available in hard copy due to reproducibility problems
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-041-00110-6, $1.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, *Certification, *Demography, Employment Qualifications, National Surveys, *Nurses, Nursing, State Legislation, State Licensing Boards, *State Standards, Statistical Data, Tables (Data)
Identifiers-*Foreign Nurses, United States

A survey of fifty-one State Boards of Nursing (SBNs) was conducted to secure 1970 through 1972 information regarding the (1) number and characteristics of foreign nurse graduates (FNGs) who apply for licensure and those who fail to achieve licensure in the United States; (2) the availability and effectiveness of remedial courses and their utilization by FNGs; and (3) the number of FNGs granted temporary permits to practice pending licensure. Data were collected through a mail questionnaire sent to all SBNs and on-site review of licensure application forms at selected SBNs. The findings include the following: from 1970-1972, 43,485 received licensure either by endorsement or examination, and 6,664 received temporary permits to practice; at the time of application for licensure, the average FNG is a 29-year-old female, a graduate of a three-year nursing education program, and has seven years of nursing experience; FNGs who become licensed by examination did so in an average of 1.7 years from the time of initial application; and language and objective test style were the major problems encountered by FNGs seeking additional education. (The survey questionnaire, data transcription form, sample letters, thirty-four tables, and proposed methods for compiling uniform licensure data about FNGs are appended.) (EM)

ED 164 900 CE 019 151

Douglass, Bruce E. And Others

Occupational Safety and Health Symposia (37th American Medical Association Congress on Occupational Health. St. Louis, Missouri, 1977).

Center for Disease Control (DHEW/PHS), Atlanta, Ga.; National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Report No.-DHEW-NIOSH-78-169
Pub Date-Jun 78
Contract-210-77-0088
Note-341p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-033-00312-2, $5.50)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-Accident Prevention, *Accidents, Business Responsibility, Conference Reports, *Disease Control, Employer Employee Relationship, Health, Health Conditions, Health Needs, *Health Programs, Health Services, Industrial Personnel, *Occupational Diseases, Physical Fitness, *Safety, Stress Variables, *Work Environment

The papers compiled here were presented at the fourth symposium in a series designed to provide a continuing introduction to current aspects of occupational safety and health. The papers represent eight topics: (1) special health programs, (2) degenerative disease and injury of the back, (3) job stress and work performance, (4) role of industry in preventive cardiology, (5) toxic compounds in industry, (6) emergency medical planning and industrial disaster, (7) industrial toxins and the community, and (8) problems in occupational health programming. Some representative titles of papers included under each of these areas consecutively are as follows: (1) How to Establish an Employee Health Service in a Reluctant Hospital; and Occupational Medical Support of a Research Hospital, (2) Examination of the Lumbosacral Spine; and Biomechanics of Manual Materials Handling and Low-Back Pain, (3) Variables in Occupational Stress; and The Stress of Relocation-Recognition and Prevention, (4) Exercise Prescription in an Industrial Fitness Program; and Cost Effectiveness in Hypertension Management, (5) Principles and Practices of Industrial Air Standards; and Contributions of the Industrial Hygienist, (6) A Pre-Triage System for Mass Casualty Care; and Electrical Injuries, (7) Arsenic Contamination Near a Copper Smelter; and The Michigan PBB Incident, and (8) The Role of Nursing in Occupational Medicine; and The Benefit-to-Risk Ratio in Occupational Health. (EM)

ED 164 901 CE 019 171

Yarborough, JoAnne, Comp.

Women in Management; Selected Recent References.

Department of Labor, Washington, D.C. Library.; Office of the Assistant Secretary for Administration and Management (DOL), Washington, D.C.

Pub Date-Feb 78

Note-34p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00317-3)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Abstracts, Administrative Personnel, *Annotated Bibliographies, Banking, Bibliographic Citations, *Business, Data Bases, *Educational Administration, *Females, Governing Boards, Job Training, *Management Development, *Managerial Occupations, Recruitment, Reference Materials, Working Women

This bibliography contains a selection of recent references on women in management, primarily books and articles published from 1975 to the present, though some older items are also included. The bibliography is divided into four areas. General bibliographies, books, pamphlets, articles, papers, and information bank abstracts about women in management are found in the first section. The second section includes references concerning the development, training, and recruitment of women managers. Section 3 provides references for general information on women in business and also on the smaller topic areas of women in banking and women on boards of directors. The final section contains references for materials on women in education. Each citation includes author(s), title, bibliographic information, and a brief description about, or quote from, the document. A short description of the several data bases used in this compilation is also included. (CT)

ED 164 902 CE 019 173

Edwards, John O., Jr.

Comparative Analyses of Enlisted Job Satisfaction as Measured by the Occupational Attitude Inventory. Final Report.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No.-AFHRL-TR-78-61

Pub Date-Oct 78

Note-101p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attitude Tests, Career Choice, Career Ladders, *Comparative Analysis, Economic Factors, Employee Attitudes, Employment Opportunities, Employment Qualifications, *Enlisted Personnel, Entry Workers, Family Influence, Fringe Benefits, *Job Satisfaction, Leadership Responsibility, Moral Values, Occupational Aspiration, Promotion (Occupational), Quality of Life, Security (Psychology), Self Actualization, Social Factors, *Work Attitudes, Work Environment

Identifiers-Air Force, United States

This report describes the preliminary results of administering the Occupational Attitude Inventory (OAI) to 7,567 airmen worldwide. Two-thirds of those sampled were first-term airmen. Results of the survey revealed numerous differences and similarities between first-termers and careerists. Differences and similarities were noted on background information items, job aspect items, job factors, and importance of job factors to career decisions. Job factors with the highest job satisfaction ratings were opportunities for social contact, job security, moral acceptability of job, leave and time-off policies, supervisory responsibilities, safety programs, and family attitude toward job. Factors receiving low satisfaction ratings were cost of living, status in civilian community, promotion chances based on ability, and quality of base housing and eating facilities. There was considerable agreement between first-terms and careerists on which factors are the most dissatisfying, differences existing in intensity of feeling rather than direction. Factors that rated high in importance to career decisions included such job aspects as work itself, promotion chances, economic security, and self-improvement opportunities. Of the twelve factors with high importance ratings only two were low in satisfaction ratings: promotion chances based on ability and cost of living. (Author/CSS)

ED 164 903 CE 019 174

Alley, William E.

Vocational Interest-Career Examination: Use and Application in Counseling and Job Placement. Final Report.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-78-62

Pub Date-Oct 78

Note-64p.; Not available in hard copy due to reproducibility problems. For a related document see ED 147 370

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Choice, *Interest Scales, *Job Placement, *Job Satisfaction, Military Personnel, Occupational Clusters, Personnel Evaluation, Personnel Policy, Test Validity, *Vocational Counseling, *Vocational Interests

Identifiers-Air Force, United States, Vocational Interest Career Examination

This report describes scales and supporting empirical documentation associated with the Vocational Interest-Career Examination (VOICE). The instrument provides a reliable quantitative basis for describing the vocational interests of people who may have little or no experience on the job and for relating this information to the appropriate choice of an occupational area. Basic interest and occupational scales are defined in terms of their relevant psychometric properties and potential applications in vocational counseling and job placement. Studies bearing on the reliability and validity of the scales for purposes of estimating future job satisfaction are summarized to provide users of the instrument with appropriate source material. (Author/CSS)

ED 164 904 CE 019 175

California Guide to Parent Participation in Driver Education.
California State Dept. of Education, Sacramento.
Pub Date-78
Note-81p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($3.15 each, plus sales tax for California residents)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accident Prevention, Adult Education, *Driver Education, Educational Objectives, Learning Activities, *Parent Education, *Parent Participation, Parent Student Relationship, Parent Teacher Cooperation, *Program Content, Program Development, Questionnaires, Skill Development, State Curriculum Guides, Traffic Regulations, *Traffic Safety
Identifiers-*California

This guide explains the ways in which parents can become involved in driver education programs. In the introduction the benefits of such involvement are explained, along with suggested program development procedures for teachers or administrators to follow and suggestions for using the guide. Next, the four sessions which comprise the curriculum for this parent involvement program are presented. The sessions are structured to orient parents and guardians in the utilization of appropriate techniques and methods for extending and reinforcing critical safety aspects of high school driver instruction programs. The format of each session includes the following elements: the subtopics covered by each session; performance objectives; learning activities; teacher management activities; and instructional content. The session topics are: determining roles and responsibilities, demonstrating knowledge of basic skills, demonstrating knowledge of complex skills, and learning to drive defensively. Appendix A, guides for parents in the program, includes areas the student must learn and accompanying suggestions for parents. Other appendixes contain: (1) selected references and resources, (2) national highway traffic safety standards, (3) suggested letter announcing program to parents, (4) suggested form for parents interested in program, and (5) a questionnaire for parent participation program in driver education. (CT)

ED 164 905 CE 019 179

Barsky, Carl

Industry Wage Surveys: Banking and Life Insurance, December 1976. Part I Banking. Part II Life Insurance. Bulletin 1988.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date-78

Note-151p.; Not available in hard copy due to reproducibility problems

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-02166-6)

Document Not Available from EDRS.

Descriptors-*Banking, *Clerical Occupations, *Data Processing Occupations, Differences, Employment Statistics, Females, *Insurance Occupations, Males, Metropolitan Areas, *Occupational Surveys, Regional Characteristics, *Wages

This report presents the results of a survey conducted by the Bureau of Labor Statistics to determine wages and related benefits in (1) the banking industry and (2) for employees in home offices and regional head offices of life insurance carriers. Part I discusses banking industry characteristics and presents data for tellers and selected clerical and data processing jobs studied in twenty-eight metropolitan areas and New

York City. Wage and benefit information is presented for part-time bank workers. A summary of the overall survey results for the banking industry is also included. Part 2 describes the nature of the life insurance industry and contains wage and benefit information for the nation, regions, thirteen metropolitan areas, and New York City. This part also contains a summary of the results. Eleven insurance classifications are presented along with selected clerical and data processing jobs. Appendixes contain a description of salary plans for life insurance agents, the scope and method of the two survey parts, and occupational descriptions. (CSS)

ED 164 906 CE 019 191

Doyle, Philip M. Porter, Felice

National Survey of Professional, Administrative, Technical, and Clerical Pay, March 1978. Bulletin 2004.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date-Oct 78

Note-75p.; For the 1977 edition see ED 150 709 ; marginally legible due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-02243-3, $2.40)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Accountants, *Administrative Personnel, *Clerical Workers, Comparative Analysis, Computers, Draftsmen, Employment Patterns, Engineering Technicians, Engineers, Income, Industry, Labor Market, Lawyers, *National Surveys, Occupational Surveys, *Paraprofessional Personnel, Personnel Management, *Professional Personnel, *Salaries, Scientists, Tables (Data), Wages

Identifiers-United States

A survey was done to determine nationwide salary averages and distributions for seventy-eight work level categories covering nineteen occupations in private industry. Occupational groups included accountants and auditors, attorneys, buyers, personnel management, chemists and engineers, technical support, and clerical. Results showed that the average salaries of workers rose 7.9% from March 1977 to March 1978. Increases for eight of the twelve professional, administrative, and technical support occupations surveyed ranged from 7.8 to 9.1%; the average increase was 8.3%. The average of the increases for the clerical occupations surveyed was 7.4%; increases ranged from 6.0 to 9.7%. Average monthly salaries for the seventy-eight occupational levels varied from $552 for clerks engaged in routine filing to $4,317 for the highest level in the attorney series. For most occupations, salary levels in metropolitan areas and in large establishments were higher than the average for all establishments within the full survey scope. Salary levels and reported averages for standard weekly hours were generally lower in finance industries than in other major industry divisions represented in the survey. (CSS)

ED 164 907 CE 019 192

State Level Programs to Prepare and Use Mental Health Manpower in a State Mental Health Agency.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jun 74

Note-46p.; For related documents see CE 019 195-197. Not available in hard copy because of broken type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Education, Career Ladders, Certification, Continuous Learning, Cost Effectiveness, Delivery Systems, Employment Qualifications, Institutional Role, Job Market, Job Training, *Manpower Development, Manpower Needs, *Manpower Utilization, *Mental Health Programs, Occupational Mobility, Personnel Selection, Prediction, Program Development, Program Planning, Recruitment, Staff Improvement, *State Agencies, State Aid

To assist mental health agency leaders and others concerned with state mental health manpower development, these guidelines (presented in ten sections) explore various issues and approaches and indications for using one approach over another. The first three sections focus on designing and conducting manpower studies, making long range projections of manpower needs, and determining elements of manpower utilization. Section 4 examines the trend toward developing career systems that allow workers who demonstrate competency to move from one level to another. The fifth section explores the problem of linking educational institutions to delivery systems so that programs train sufficient persons in needed competencies. Recruitment and selection of persons for specific jobs and for training in the mental health disciplines are discussed in section 6. Section 7 reviews the meaning of licensure and certification, and the following section outlines continuing education program objectives and provider responsibilities. Section 8 addresses the need for coordinated funding and cost effectiveness studies. The final section proposes guidelines for planning and implementing a manpower development program. (Documents on the following aspects of continuing education in mental health are also available: sanctioning and credentialism CE 019 195 , financing CE 019 196 , and needs, assessment, and evaluation CE 019 197 .) (CSS)

ED 164 908 CE 019 195

Sanctioning and Credentialing Continuing Education in Mental Health.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Note-55p.; For related documents see CE 019 192 and CE 019 196-197
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Accreditation (Institutions), *Adult Education, Certification, Continuing Education Units, Continuous Learning, *Credentials, Delivery Systems, Employment Qualifications, Institutional Role, Interdisciplinary Approach, Interstate Programs, Job Skills, *Mental Health Programs, *Program Development, Programing Problems, Recognition, *Sanctions, *Staff Improvement, State Programs

Drawing from a study on mental health delivery systems, this report focuses on issues related to credentialing the mental health continuing education activities of individual workers and the programs themselves. The first of seven sections reviews the current status of sanctioning and credentialing in mental health continuing education by various disciplines, mental health agencies, and training institutions. Section 2 defines certain terms; for instance, continuing education is defined as any systematic learning experience to improve, modify, or update knowledge, skills, or values in professional or occupational practice. The third section suggests steps for providing more sanction and support for continuing education. Section 4 discusses accreditation of continuing education programs and the certification of continuing education hours. In section 5 seven issues, including complexity of the system, continuing education versus competency, and funding, are raised. Several approaches to credentialing, adopted by societies, agencies, and states, are described in section 6. The final section identifies twelve basic issues and proposes strategies to meet each issue. For example, the first issue involves linking sanctioned activities into a comprehensive continuing education system for delivery of mental health/human services. (Documents on the following aspects of continuing education in mental health are also available: state level programs for preparing and using mental health manpower in state agencies CE 019 192, financing CE 019 196, and needs, assessment, and evaluation CE 019 197.) (CSS)

ED 164 909 CE 019 196

Financing Continuing Education in Mental Health.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Note-42p.; For related documents see CE 019 192, CE 019 195-197
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Education, Continuous Learning, Cost Effectiveness, Delivery Systems, *Educational Finance, Financial Needs, *Fund Raising, Guidelines, *Mental Health Programs, Money Management, Operating Expenses, *Program Budgeting, *Program Development, Resource Allocations, Staff Improvement

Based on a study of the component parts of the mental health continuing education system, this publication presents guidelines for the following fiscal functions: determining funding needs, obtaining funds, budgeting funds, expending funds, and cost accounting. In addition to considering these components, the guidelines explore principal issues in the funding of mental health continuing education and point up strategies which may be used in developing financing patterns at national, regional, and state levels. In the first of seven sections, instructional and administrative expenses in continuing education are discussed. Section 2 examines possible sources of funds and funding mechanisms, and section 3 categorizes major budget areas and provides guidelines for the expending of funds. Section 4 reviews the cost accounting of funds according to various criteria. The following section raises issues in funding mental health continuing education. In section 6 major resources required for the provision of mental health services and strategies for expanding the support for mental health continuing education are presented. The final section summarizes the guidelines and includes the task force conclusions and recommendations. (Documents on the following aspects of mental health continuing education are also available: state level programs for preparing and using mental health manpower in state agencies CE 019 192 , sanctioning and credentialing CE 019 195 , and needs, assessment, and evaluation CE 019 197 .) (CSS)

ED 164 910 CE 019 197

Needs, Assessment, and Evaluation. Continuing Education in Mental Health.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Note-45p.; For related documents see CE 019 192 and CE 019 195-196
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accountability, *Adult Education, Certification, Delivery Systems, Evaluation Methods, Guidelines, Health Needs, Institutional Role, *Mental Health Programs, *Needs Assessment, Personnel Needs, Program Development, Program Effectiveness, *Program Evaluation, Staff Improvement

In addition to reporting on the technology of needs assessment and evaluation, these guidelines examine the context in which certain technologies should be employed, the opportunities/limitations of different methodologies, and the rationale for assessing needs and evaluating. The guidelines, intended for personnel at various levels and different stages of program development, are aimed at improving current practices and assisting in the establishment of new program practices. The first of six sections deals with the current state of the art how needs assessment and evaluation are currently being done. The second section analyzes a series of issues as well as enabling and inhibiting factors in the mental health field and their relationship to continuing education. In the third section the report develops operational definitions for the terms needs assessment and evaluation for continuing education in mental health and describes the consequences of lack of definition. Section 4 discusses and analyzes a series of models for needs assessment and evaluation for continuing education in mental health and their use in various settings. The fifth section suggests strategies for conducting evaluations. The final section presents recommendations for needs assessment and evaluation. (Documents on the following aspects of continuing education in mental health are also available: state level programs for preparing and using mental health manpower in state agencies CE 019 192 , sanctioning and credentialing CE 019 195 , and financing CE 019 196 .) (CSS)

ED 164 911 CE 019 203

White, Martha Sturm Highley, Betty L.
Competence and Commitment: The Making of a Nurse Practitioner.
California Univ., San Francisco. School of Nursing.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.; Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date-78
Note-139p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Behavior Change, Demography, Educational Background, Graduate Surveys, *Individual Characteristics, Job Satisfaction, Job Skills, *Nurses, Nursing, Participant Characteristics, Personality Assessment, Professional Training, *Program Evaluation, Role Perception, *Task Performance, Work Experience
Identifiers-*Nurse Practitioner

Data were gathered on 134 maternity and pediatric nurse practitioners to determine what types of work experience, educational backgrounds, and personality traits were most conducive to successful orientation and commitment to the nurse practitioner role. The study population, comprising six separate groups trained in six-month continuing education programs, were studied at the time of program entry, at the end of training, at six months after training, and at fifteen months after training. Varied data collection methods were used during these four time periods, such as personality tests, competency inventory, student followup program evaluation surveys and personal interviews. Some of the major findings are as follows: (1) practitioners who were self-confident and assertive, and combined these qualities with warmth and dependability, did better than those who lacked these characteristics; (2) the most common changes that the practitioners reported were increased self-confidence and satisfaction with nursing as a career; (3) those practitioners who felt most competent in their skills were likely to be more assertive and self-confident; (4) those practitioners who were more highly committed and working as a nurse practitioner rated themselves as more competent than their less committed counterparts; and (5) the work setting in which the practitioners were employed affected their sense of commitment and competence in the role. (EM)

ED 164 912 CE 019 211

List of State-Administered Research and Development Projects in Vocational Education. Supported under Section 131(b) of Part C of the Vocational Education Amendments of 1968. Fiscal Year 1975.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date-Dec 75

Note-79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Federal Legislation, *Research Projects, State Programs, *Vocational Education

Identifiers-Public Law 90 576, United States, *Vocational Education Amendments 1968

The state vocational education projects listed here were supported during fiscal year (FY) 1975 through grants and contracts funded under the Vocational Education Amendments of 1968. This listing, arranged alphabetically by states, includes the following FY 1975 information for each state: the total fund allotment; the total funds obligated for grants and contracts; and, for each funded project, the funds obligated, the name of the grantee or contractor, and the project title. (EM)

ED 164 913 CE 019 216

Briscoe, Melissa

Development and Field Testing of Individualized and Modularized Instructional Materials for Vocational Education. Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-G007603816

Note-169p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Guides, Auto Mechanics (Occupation), Court Reporters, Field Studies, Grounds Keepers, Instructional Aids, *Learning Modules, *Material Development, *Performance Based Education, Program Evaluation, Refrigeration Mechanics, Seamstresses, *Vocational Education

Identifiers-Kentucky

The project reported here was done in Kentucky to develop, field test, evaluate, and revise 300 competency-based vocational education (CBVE) instructional modules in five occupational areas. These areas are automobile mechanics, air-conditioning and refrigeration, court and conference reporter, alterationist, and gardening and groundskeeping. This report begins with a brief description of the project rationale, goals, procedures, and results. Then follows an extensive appendix which comprises most of the report. The appendix begins with a management handbook for the production of vocational education modules, which covers module development, field testing (includes observation record form), revision (includes module evaluation form), payment procedures, and reporting procedures. Next is a list, by occupational area, of the modules and slide/tape presentations developed during the project. The remainder of the appendix contains a list of module writers, workshop agendas for module production, a list of field test teachers, and workshop agendas for field test teachers. The final portion of this report is comprised of supplements and includes a list of inservice education modules, a handbook for the development of vocational education modules, and a list of brochures explaining Kentucky CBVE. (EM)

ED 164 914 CE 019 221

Dahl, Peter R. Lipe, Dewey

Overcoming Barriers to Mainstreaming: A Problem-Solving Approach. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.-AIR-FR-60800-7/78

Pub Date-31 Jul 78

Grant-G007604705

Note-93p.; Italicized print appearing in Appendix F will not reproduce well

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Ability Identification, Access to Education, Advisory Committees, Architectural Barriers, Changing Attitudes, Curriculum Development, Employment Qualifications, *Handicapped Students, Information Dissemination, Job Placement, Job Skills, *Mainstreaming, Mentally Handicapped, Physically Handicapped, Postsecondary Education, *Problem Solving, Secondary Education, Specialists, Student Rights, Surveys, *Vocational Education, Work Environment

The overall objective of this project was to produce a guidebook to help vocational educators gain skills in working with handicapped students in regular classrooms. The first step in the project was to assess barriers and identify ways to overcome them. Barriers were classified into the following categories: attitudinal, architectural, work environment, placement, and barriers to curriculum modification. Difficulties within categories were identified by a literature review, an advisory panel, vocational and special educators, and others concerned with handicapped training and placement. The second step of the project was to prepare a guidebook acceptable to the vocational education community. The guidebook which identified and described practical ways to overcome barriers was reviewed and critiqued by an advisory panel and special and vocational educators not previously involved in the project. The guidebook was revised accordingly. Step 3 involved the dissemination of the guidebook through a commercial publishing company. (Appendixes include project abstract, meeting topics, synopsis of current information, forms to list problem areas and resources, sample completed survey form, telephone guide and recording form, prospectus and list of publishers, flyer describing the guidebook, list of interested publishers, and publication contract.) (Author/CSS)

Career Decision-Making Program. Final Report.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-4506-9/78-FR
Pub Date-Sep 78
Contract-NE-C-00-3-0093
Note-33p.; For related documents see CE 019 231-241 ; Report prepared by the Div. of Career Guidance ; Appendix A may be marginally legible
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (For prices of individual pieces, subsets, and entire unit see the brochure included as Appendix A)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, *Curriculum Development, *Decision Making, Field Studies, Guidance Programs, Information Dissemination, *Management Information Systems, *Occupational Guidance, Program Design, Program Development, Program Evaluation, Resources, Secondary Education
Identifiers-*Career Decision Making Program

The Career Decision-Making Program (CDM) for secondary school students consists of approximately fifty individual products which can be used as a semester course, a six-to-eight-week exploratory course, independent units, or outside of the CDM program in other career guidance activities. The CDM program has two components: (1) the Exploring Career Decision-Making (ECDM) curriculum materials and (2) the Career Information System (CIS), a comprehensive organization and management system for career information resources. The fifteen ECDM curriculum units were designed to assist students in the development of career planning and decision-making skills through a group process for individualized career exploration. Each unit is self-contained and employs a variety of materials and techniques, including filmstrips, worksheets, and hands-on activities. Utilization guides were also developed for the teacher/counselor conducting the units. The CIS component and the ECDM materials were field tested as a total unit at thirty-eight sites within sixteen states. Overall, evaluations were favorable, and revisions were made to implement the suggestions made by users during the field testing. (This document contains the final report and provides a description of CDM program development, model design, product development, field testing, evaluation plan, dissemination, and the revision of the Dictionary of Occupational Titles.'' The ECDM materials are available in ERIC as CE 019 231-232; the CIS materials, CE 019 233-240; and a guide to related filmstrips, CE 019 241.) (BM)

ED 164 916 CE 019 231

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5802
Pub Date-78
Contract-NE-C-00-3-0093
Note-797p.; For related documents see CE 019 229 and CE 019 232-241 ; Report prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN:87345-726-9, $19.95)
EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, *Decision Making, Economic Factors, Environmental Influences, Individual Development, *Learning Activities, Management Information Systems, *Occupational Guidance, Occupational Information, Secondary Education, Social Factors, Teaching Guides, *Units of Study
Identifiers-*Career Decision Making Program

The Career Decision-Making (CDM) Program consists of two components: the Exploring Career Decision-Making (ECDM) curriculum materials and the supportive Career Information System (CIS). (See CE 019 229 for a description of the total CDM program.) This document contains the teacher's guide to the ECDM materials, which represent fifteen career guidance units. The units are sequenced to provide a career exploration and decision-making course for secondary school students. In the text, the units are designed as a semester course with students meeting five periods a week; however, selected units may be used for a shorter course or independent units. The first four units focus on career decision-making, self-exploration, and occupational exploration. These units introduce the basic skills that students will use throughout the program. Units 5-10 use the Career Information System components (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on career decisions. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans and tentative occupational choices. Each unit contains an introduction, a unit overview, a list of key terms, major concepts, activities related to each concept, and a summary. Specific instructions for the teacher are included in the margins. An activity booklet, CE 019 232, contains charts, graphs, checklists, etc., that accompany many of the activities in the text. (BM)

ED 164 917 CE 019 232

AEL Career Decision-Making Program. Activities for Exploring Career Decision-Making.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5803
Pub Date-78
Contract-NE-C-00-3-0093
Note-56p.; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN:87345-727-7, $8.50 for package of ten)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, Check Lists, *Decision Making, Economic Factors, Environmental Influences, Individual Development, *Instructional Materials, *Learning Activities, *Occupational Guidance, Occupational Information, Records (Forms), Secondary Education, Social Factors
Identifiers-*Career Decision Making Program

This activity book contains charts and checklists to be used in conjunction with the Career Decision-Making (CDM) program text, CE 019 231. (See CE 019 229 for an overview of the total CDM program.) The text contains fifteen units which are sequenced to provide a career exploration and decision-making course for secondary school students. The first four units focus on the central program concepts of career decision-making, self-exploration, and occupational exploration. These units introduce basic skills that students will use throughout the program. Units 5-10 use the Career Information System component (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on careers. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices. (BM)

ED 164 918 CE 019 233

AEL Career Decision-Making Program. Career Information System Professional Manual. First Edition.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5806
Pub Date-78
Contract-NE-C-00-3-0093
Note-112p.; For related documents see CE 019 229 and CE 019 231-241; Program prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN-87345-745-5, $12.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, Decision Making, Guidance Programs, *Guidelines, Guides, *Information Storage, *Management Information Systems, Occupational Guidance, Occupational Information, Organization, *Program Development, Resources, Secondary Education
Identifiers-*Career Decision Making Program

Designed for teachers and counselors, this professional manual provides detailed information for utilizing access materials and setting up the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (See CE 019 229 for a description of the total CDM program.) The first section of this manual provides an overview of the CIS component. The second section contains detailed instructions for installing and maintaining the CIS in a variety of settings. (A companion document, CE 019 234, contains a file content notebook utilized in the installation of the CIS component.) This section also contains three attachments: materials and equipment list; career area-worker trait group list; and worker trait group index to commercial briefs. Finally, the third section provides utilization guides for the following CIS materials: (1) Individualized Activities for Career Exploration; (2) Work Activities Checklist; (3) Work Situations Checklist; (4) Aptitudes Checklist (CE 019 235); (5) School Subject-Worker Trait Group Chart and School Subject-Occupation Index (CE 019 240); and (6) Worker Trait Group Keysort Deck (CE 019 236). (BM)

AEL Career Decision-Making Program. Worker Trait Group File Content Notebook.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5808
Pub Date-78
Contract-NE-C-00-3-0093
Note-86p.; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 ($19.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Career Planning, Decision Making, Guidance Programs, *Indexes (Locaters), *Information Storage, *Management Information Systems, Occupational Guidance, *Occupational Information, Records (Forms), Reference Materials, *Resources
Identifiers-*Career Decision Making Program, *Dictionary of Occupational Titles

The Career Information System File is utilized in the organization and management procedures of the Career Information System (CIS) component of the Career Decision-Making (CDM) Program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM Program.) The twelve career areas and worker trait groups used to organize and index career information resources in CIS are based upon the Area-Group structure of the Dictionary of Occupational Titles'' (DOT), Fourth Edition. This file content notebook is used as a worker trait group (WTG) index to all DOT main titles of materials stored in the WTG vertical file. The notebook has a divider for each of the twelve areas and sixty-six worker trait groups. As material is processed into the system, the DOT main titles can be entered on the preprinted forms behind the appropriate WTG divider. Then a tally mark can be made to show how many pieces of information are in the file for a particular DOT main title. Specific procedures for developing the file content notebook are found in the CIS professional manual, CE 019 233. (BM)

ED 164 920 CE 019 235

AEL Career Decision-Making Program. Individualized Activities for Career Exploration. Work Activities Checklist; Work Situations Checklist; Aptitudes Checklist.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5811; AEL-5812; AEL-5813; AEL-5816
Pub Date-78
Contract-NE-C-00-3-0093
Note-43p.; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN:87345-744-7, $6.50 for package of ten; each checklist available in packages of thirty-two for $2.80)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, *Career Exploration, Career Planning, *Check Lists, *Decision Making, Guidance Programs, Independent Study, Individual Development, *Learning Activities, Management Information Systems, Occupational Guidance, *Occupational Information, Resources, Secondary Education
Identifiers-*Career Decision Making Program

The activities in this booklet are designed to help students achieve the following objectives: (1) learn as much as possible about the world of work; (2) learn as much as possible about themselves; (3) develop the skill to make sound educational and vocational decisions; and (4) accept responsibility for making their own career decisions. This booklet is part of a set of materials which make up the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) Thirteen activities are included in this booklet and focus on the following topics: goal identification, career information, and career exploration. Several charts are included for graphing student responses. Three forms are appended: Work Situations Checklist, Work Activities Checklist; and Aptitudes Checklist. (Counselor and teacher instructions for using the activity booklet and appended checklists are included in CE 019 233. A student's guide also accompanies this document see CE 019 239.) (BM)

ED 164 921 CE 019 236

AEL Career Decision-Making Program. Worker Trait Group Keysort Deck.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5817
Pub Date-78
Contract-NE-C-00-3-0093
Note-68p.; For related documents see CE 019 229 and CE 019 231-241 ; Materials prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 ($45.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Career Education, Career Exploration, Career Planning, Decision Making, Employment Qualifications, Guidance Programs, *Information Retrieval, *Management Information Systems, Occupational Guidance, *Occupational Information, *Reference Materials, Resources, Secondary Education, *Student Characteristics
Identifiers-*Career Decision Making Program, *Keysort Decks

This Worker Trait Group Keysort Deck accompanies the reference and instructional materials found in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (Directions for the use of the keysort deck are found in the CIS professional manual, CE 019 233, and the CIS student guide, CE 019 239. A full description of the CDM program is found in CE 019 229.) This keysort deck may be used to identify Worker Trait Groups related to students' interests, abilities, and other personal characteristics. Students sort the cards on the basis of these characteristics, using the following sorting factors: Work Activities, Work Situation, General Educational Development, Preparation, and Physical Demands. The title, the number, and a brief description of the Worker Trait Group are printed on each card, as well as a listing of occupational subgroup examples. (BM)

ED 164 922 CE 019 237

AEL Career Decision-Making Program. Worker Trait Group Guide. First Edition.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5805
Pub Date-78
Contract-NE-C-00-3-0093
Note-446p.; For related documents see CE 019 229 and CE 019 231-241 ; Guide prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN 87345-739-0, $11.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Career Exploration, *Employment Qualifications, Guidance Programs, *Management Information Systems, *Occupational Clusters, *Occupational Information, Reference Books, Secondary Education, *Vocational Interests
Identifiers-*Career Decision Making Program

This Worker Trait Group Guide was designed for students as a basic reference in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This guide contains descriptive information about twelve broad areas and sixty-six groups of occupations. The twelve areas are related to general work interests of people; the sixty-six groups are divisions of the twelve areas and represent clusters of occupations requiring similar worker characteristics, hence the title, Worker Trait Groups (WTG). The twelve WTG areas are the following: artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social/business, and physical performing. Each worker trait group is divided into three parts: a description of the group; a list of worker qualifications; and a list of occupations in the group. Nine appendixes are provided to help the student better utilize the qualifications profile section in each Worker Trait Group. (A professional manual, CE 019 233, and student's guide, CE 019 239, explain how this document is used in conjunction with other materials in the CDM Career Information System component.) (BM)

ED 164 923 CE 019 238

AEL Career Decision-Making Program. Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5825; AEL-5826
Pub Date-78
Contract-NE-C-00-3-0093
Note-52p.; For related documents see CE 019 229 and CE 231-241
Available from-McKnight Publishing Company, Bloomington, Illinois 61701
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Career Exploration, Career Planning, Decision Making, Guidance Programs, *Indexes (Locaters), Information Retrieval, *Management Information Systems, *Occupational Clusters, Occupational Guidance, *Occupational Information, *Reference Books, Secondary Education
Identifiers-*Career Decision Making Program, Dictionary of Occupational Titles, Encyclopedia of Careers Volume II, Occupational Outlook Handbook

This document contains two occupational information indexes. The first index is an arrangement of the occupational titles contained in the Occupational Outlook Handbook" (OOH). The information in this index is arranged in four columns: (1) the numbers to identify the CDM Career

Area-Worker Trait Group code; (2) Worker Trait Group title, DOT title, and OOH title; (3) the nine-digit DOT classification code; and (4) the page number of the 1976-77 edition of the OOH on which information about the occupation is found. The second index is an arrangement of occupational titles contained in Volume II of the Encyclopedia of Careers (EOC). It is based on the Career Area-Worker Trait Group structure of the Career Information System component of the Career Decision-Making (CDM) Program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This Career Area-Worker Trait Group structure is similar to the Area/Group structure of the Supplement to the Dictionary of Occupational Titles (DOT), Fourth Edition. The index itself is arranged in five columns: (1) numbers identifying the CDM Career Area-Worker Trait Group code; (2) Worker Trait Group title, DOT title, and EOC title; (3) the nine-digit DOT classification code; (4) the page number of the 1975 edition of the EOC on which information about the occupation is found; and (5) the page number of the 1972 edition of the EOC on which information about the occupation is found. (See CE 019 237 for a full discussion of the CDM Career Area-Worker Trait Group classification system.) (BM)

ED 164 924 CE 019 239

AEL Career Decision-Making Program. Career Information System Guide. First Edition.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Report No.-AEL-5810

Pub Date-78

Contract-NE-C-00-3-0093

Note-81p.; For related documents see CE 019 229 and CE 019 231-241 ; Guide prepared by the Div. of Career Guidance

Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-740-4, $4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Aptitude, Career Education, Career Planning, Decision Making, Guidance Programs, *Guidelines, High School Curriculum, *Information Retrieval, *Management Information Systems, Occupational Guidance, *Occupational Information, *Reference Materials, Secondary Education

Identifiers-*Career Decision Making Program

This document is designed to assist students in utilizing the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) Students can use this guide to follow orientation sessions, complete checklists, and use the other CIS component materials (CE 019 233-240). The guide is divided into the following sections: (1) Touring the Career Information System; (2) Worker Trait Group Digest; (3) Work Activity Descriptions; (4) Work Activity-Worker Trait Group Index; (5) Work Situation Descriptions; (6) Work Situation-Worker Trait Group Index; (7) School Subjects; (8) Aptitudes; (9) Aptitude-Worker Trait Group Index; and (10) Worker Trait Group Keysort Deck Instructions. (BM)

AEL Career Decision-Making Program. School Subject-Occupation Index. First Edition.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5809
Pub Date-78
Contract-NE-C-00-3-0093
Note-216p.; For related documents see CE 019 229 and CE 019 231-241; Index prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701 (SBN; 87345-743-9, $4.95)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Career Education, Career Exploration, *Career Planning, Decision Making, Guidance Programs, *High School Curriculum, *Indexes (Locaters), *Management Information Systems, Occupational Guidance, *Occupational Information, *Occupations, Secondary Education
Identifiers-Career Decision Making Program

This School Subject-Occupation Index is part of a set of reference materials found in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This index was designed to relate Worker Trait Groups (WTG)and occupations to school subjects. It can be used to assist students in career exploration and planning or to assist teachers in relating information about the world of work and occupations to the courses they are teaching. The index has three main parts. Part I, the School Subject-Worker Trait Group Chart, quickly identifies school subjects and WTG's that are related. Part II of the index is divided into fifty-six sections, one for each school subject; each section describes the subject, lists the related occupations by WTG, and identifies the specific subject and occupational relationship. Part III contains a listing of the Worker Trait Groups; the occupations related to each WTG are listed in alphabetical order with their industry designation abbreviations in parentheses. (A professional manual, CE 019 233, and a student's guide, CE 019 239, explain the uses of this index in conjunction with other CDM materials.) (BM)

ED 164 926 CE 019 241

AEL Career Decision-Making Program. Career Guidance Filmstrip Guide.

First Edition.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Report No.-AEL-5821
Pub Date-77
Contract-NE-C-00-3-0093
Note-45p.; For related documents see CE 019 229 and CE 019 231-240 ; Guide prepared by the Div. of Career Guidance
Available from-McKnight Publishing Company, Bloomington, Illinois 61701
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, Decision Making, *Filmstrips, *Magnetic Tape Cassettes, Management Information Systems, Occupational Guidance, *Program Descriptions, Secondary Education, Teaching Guides, *Teaching Techniques
Identifiers-*Career Decision Making Program

This document provides a description and discussion guide for each of the filmstrips developed to accompany the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) The following filmstrips and cassettes are listed: Career Goals''; Creating a Career''; Decision-Making''; Sequences in Self-Exploration''; Self-Exploration: Who Will I Be?''; Introduction to the Career Information System''; Using the Career Information System''; Examining Your Interests''; Work Activities''; Work Situations''; Credentials and Competencies: Get Ready, Get Set, Go!''; What Are Aptitudes?''; Learning about Your Aptitudes''; Working Conditions and Physical Demands''; Work Experiences''; Economic Influences''; Social Influences''; Sounds of Work'' (cassette only); and What Is My Occupation?'' (cassette only). (Also available in ERIC are the CDM curriculum materials, CE 019 231-232, and the Career Information System materials, CE 019 233-240.) (BM)

ED 164 927 CE 019 271

Supporting Home-Based Career Education at the Preschool Level. Final Report. July 1, 1976 to September 30, 1977.

Olympus Research Centers, San Francisco, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-77

Contract-300-76-0279

Note-176p.; Appendix C will not reproduce well due to broken type; For related documents see ED 132 284 and ED 138 786

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Audiovisual Aids, Audiovisual Instruction, Career Awareness, *Career Education, Handicapped, *Home Instruction, *Instructional Materials, *Parent Education, Parent Participation, Pilot Projects, *Preschool Children, Preschool Programs, Program Content, Program Design, *Program Development, Program Evaluation

Identifiers-Education Amendments 1974, Salt Lake City School District UT

Olympus Research Centers, in a joint effort with the Salt Lake City School District, designed and produced a package of material to extend the benefits of career education to preschool children in the home. The materials were to serve as resource tools and discussion vehicles for parent training groups. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home. The materials produced were a book, Your Child's Career''; a film; six filmstrips and audio cassettes; and a parent-teacher guidebook. The materials were developed by a group of qualified professionals in consultation with an advisory board made up of school administrators, teachers, and parents. The group included representatives of all ethnic groups in the Salt Lake City area, handicapped and non-handicapped individuals, and an approximately equal ratio of males and females. After the materials were developed, two pilot parent training groups were organized, and the materials were evaluated by those groups. The evaluation included pre- and posttests, tape recordings of the sessions, and personal interviews with participants following completion of the training program. In general, the evaluations can be best described as positive.'' Suggestions offered by the parent training groups were incorporated into the materials before final production. (Author/CT)

ED 164 928 CE 019 449

Self-Study and Evaluation Guide/1979 Edition. Section B-1: Agency Profile.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Pub Date-79
Note-20p.; For related documents see CE 019 450-456, ED 057 836, ED 057 838, ED 057 840, and EC 113 429-444
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), Agencies, *Blind, Check Lists, Guidelines, Interprofessional Relationship, Organization, Professional Services, Profile Evaluation, Program Descriptions, *Program Evaluation, *Self Evaluation, Staff Utilization, Standards, *Visually Handicapped
Identifiers-National Accreditation Council

This guide on developing an agency profile is one of 28 guides designed for organizations serving the blind and the visually handicapped who are undertaking a self-study as part of the process for accreditation by the National Accreditation Council (NAC). Instructions for preparing a packet of informative data and material for advance study by members of a site review team are provided. Profile areas described are the following: (1) statement of philosophy of service; (2) agency profile developed from documents or publications (e.g., authorizing instruments, governing authority, annual report to the public), and from tabular data (e.g., personnel utilization by vision status, staff assignment and certification, and persons served); (3) community profile, including information about the geographic area served by the agency, estimated population of the blind and visually handicapped persons in that area, and summaries of key relationships with other agencies, schools, services, and organizations; and (4) a listing of the members of the self-study coordinating committee. (JH)

ED 164 929 CE 019 450

Self-Study and Evaluation Guide/1977 Edition. Section D-2A: Orientation and Mobility Services.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Pub Date-77
Note-22p.; For related documents see CE 019 449-456, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, Professional Services, *Program Evaluation, Self Evaluation, *Standards, *Visually Handicapped Mobility, *Visually Handicapped Orientation
Identifiers-National Accreditation Council

This self-study and evaluation guide on orientation and mobility services is one of 28 guides designed for organizations undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams on the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are planning and structure (e.g., philosophy, purpose), personnel (e.g., qualifications, supervision), service program, (e.g., specialist-trainee ratios, application process), and evaluation (e.g., frequency, scope). Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why standard did not apply. The concluding part of the guide provides six questions designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its services. (Other accreditation guides are available see note.) (JH)

ED 164 930 CE 019 451

Self-Study and Evaluation Guide/1968 Edition. Section D-2B: Orientation on Mobility Services. (Dog Guide Program Only).

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Pub Date-Dec 71

Note-29p.; Not available in hard copy due to small print in the original document. For related documents see CE 019 449-456, EC 113 429-444, ED 057 838, and ED 057 840

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicappedd, 79 Madison Avenue, New York, New York 10016

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, Orientation, *Program Evaluation, Self Evaluation, *Standards, *Visually Handicapped, *Visually Handicapped Mobility

Identifiers-Guide Dogs, National Accreditation Council

This self-study and evaluation guide on orientation and mobility services (dog guide program emphasis) is one of 28 guides designed for organizations undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams on the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are standards common to cane and dog guide programs (e.g., organization, principles of operation, staffing), cane programs (e.g., personnel, staff organization, travel techniques), and dog guide programs (e.g., determining service need, organization, facilities, kennels, personnel policies and procedures, full-time personnel required, application for students, training of dogs, and care of dogs). Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides three questions which are designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its orientation and mobility services. The outline of an apprentice training program in dog guide schools is included in the appendix. (Other accreditation guides are available see note. (JH)

ED 164 931 CE 019 452

Self-Study and Evaluation Guide/1968 Edition. Section D-3: Rehabilitation Centers.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Spons Agency-American Foundation for the Blind, New York, N.Y.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-Dec 73

Note-32p.; Not available in hard copy due to small, light print in the original document. For related documents see CE 019 450-456, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, *Program Evaluation, *Rehabilitation Centers, Self Evaluation, *Standards, *Visually Handicapped

Identifiers-National Accreditation Council

This self-study and evaluation guide on rehabilitation centers is one of 28 guides designed for organizations undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams on the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are the following: structure, organization and administration (e.g., legal base, staff development); intake procedures (e.g., information required from client); services (e.g., communication skills, medical orientation and mobility); and case records (e.g., initial information, ongoing service information). Throughout the guide, space is provided for written comments to be made, such as an explanation of a rating given or why a standard did not apply. The concluding part of the guide provides three questions designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its rehabilitation center services. Sample forms of medical examination, audiologic analyses, eye medical report, and medical information release are provided in the appendixes. (Other accreditation guides are available-see note.) (JH)

ED 164 932 CE 019 453

Self-Study and Evaluation Guide National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Pub Date-76
Note-35p.; For related documents see CE 019 449-456, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, *Program Evaluation, Self Evaluation, *Sheltered Workshops, *Standards, *Visually Handicapped
Identifiers-National Accreditation Council

This self-study and evaluation guide on workshop service is one of twenty-eight guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are planning for workshop services, workshop service personnel, service program, business practices, and evaluation. Throughout the guide, space is provided for written comments to be made, such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides six questions, which permit the agency to describe specific plans for improvement where the standards presently are not met, and further improvements where the standards are met. (Other accreditation guides are available see note.) (JH)

ED 164 933 CE 019 454

Self-Study and Evaluation Guide/1968 Edition. Section D-5: Social Services. (Revised 1977).

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Spons Agency-American Foundation for the Blind, New York, N.Y.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-77

Note-41p.; Not available in hard copy due to small, light print in the original document. For related documents see CE 019 449-456, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, *Program Evaluation, Self Evaluation, *Social Services, *Standards, *Visually Handicapped

Identifiers-National Accreditation Council

This self-study and evaluation guide on social services is one of twenty-eight guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are policy, organization, and administration; social work; recreation; camping; group residential care; and financial assistance. Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides six questions designed to permit the agency to describe its program for evaluation and indicate plans for improvement of its social services. (Other accreditation guides are available see note.) (JH)

ED 164 934 · CE 019 455

Self-Study and Evaluation Guide/National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Pub Date-75
Note-28p.; For related documents see CE 019 449-456, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, Job Placement, *Program Evaluation, Self Evaluation, *Standards, *Visually Handicapped, Vocational Adjustment, *Vocational Education, Vocational Followup, Vocational Rehabilitation
Identifiers-National Accreditation Council

This self-study and evaluation guide on vocational services is one of 28 guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are planning for vocational services; vocational rehabilitation personnel; vocational evaluation; work adjustment; vocational training; placement, followup, and post-employment; and evaluation. Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide provides six questions, which permit the agency to describe its plan for continuing evaluation and improvement of vocational services. (Other accreditation guides are available see note.) (JH)

ED 164 935 CE 019 456

Self-Study and Evaluation Guide/1977 Edition. Section D-8: Rehabilitation Teaching Services.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Pub Date-21 Jul 77

Note-27p.; For related documents see CE 019 449-455, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Accreditation (Institutions), *Blind, Check Lists, Guidelines, *Program Evaluation, *Rehabilitation Programs, Self Evaluation, *Standards, Teachers, *Visually Handicapped

Identifiers-National Accreditation Council

This self-study and evaluation guide on rehabilitation teaching services is one of 28 guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are planning for rehabilitation teaching services, rehabilitation teaching personnel, services, and evaluation. Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide contains six questions which permit the agency to describe its plan for continuing evaluation and improvement of rehabilitation teaching services. (Other accreditation guides are available see note.) (JH)

ED 164 936 CE 019 464

Kim, Jin Eun

Diffusion of the Cost-Effectiveness Analysis System for Improving Secondary Vocational Program Management. A Conceptual Framework and a Statewide Conference. Technical Report.

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Mar 78

Grant-SBVTE-6-77-D-12

Note-112p.; Not available in hard copy due to light print; For related documents see ED 130 081-083

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Budgeting, Conceptual Schemes, Conferences, *Cost Effectiveness, Diffusion, *Educational Change, *Information Dissemination, Problem Solving, Program Effectiveness, *Program Improvement, Secondary Education, *Systems Development, Vocational Directors, *Vocational Education

A project was developed to improve vocational administrators' program management skills through diffusion of the cost-effectiveness analysis system which was developed at Indiana University-Bloomington. Specific objectives were (1) to summarize the cost-effectiveness analysis system, (2) to develop a conceptual framework for the system's diffusion and adoption, and (3) to conduct a statewide conference on cost-effectiveness analysis of secondary vocational programs. Based on a literature review, the educational change process was conceptualized as a problem-solving process; a research, development and diffusion process; and a social interaction process. A conceptual framework was developed for the diffusion and adoption of the cost-effectiveness analysis system. The conceptual framework for the diffusion and adoption of the cost-effectiveness analysis system will be useful in developing strategies for diffusion of the research and development products and in evaluating their impacts on educational change. In system diffusion some available methods were utilized and a statewide conference was conducted for Indiana vocational administrators. The statewide conference proved to be valuable in increasing vocational administrators' understanding of the system and in gaining support for its adoption. The conference's activities constitute the foundation of a national priority training workshop. (Author/CSS)

ED 164 937 CE 019 471

Wells, Frances

Operate a 10-Key Adding Machine with My Left Hand? Sure! Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-76p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, *Equipment Utilization, Instructional Materials, *Office Machines, *Office Occupations Education, Performance Based Education, Secondary Education, Worksheets

Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 70 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on using the 10-key adding machine with the left hand. (This module is the first in a set of eight on banktelling, CE 019 471-478.) The student materials include twelve learning activities (with answer keys) on addition, subtraction, subtraction with credit balance, subtotals, non-add key, multiplication, percentages, and division. The instructor's manual includes information on using the module, answer keys for the learning activities, a pre- and posttest (with answer keys), and a color coded poster illustrating the machine parts. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 938 CE 019 472

Horton, Mary

Handling Deposits. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-89p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education, Records (Forms), Secondary Education

Identifiers-*Deposits, Vocational Technical Education Consortium States

Supporting performance objectives 14, 52-55, and 62 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on handling deposits. (This module is the second in a set of eight on banktelling, CE 019 471-478.) The student materials include six learning activities, self checks (with answer keys), instructor's checklists, a pre- and posttest, and sample deposit forms. The instructor's manual includes information on using the modules, answers keys to the pre- and posttests, and material to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 939 CE 019 473

McElveen, Peggy

Checks, Checks, Checks. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-140p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, Money Management, *Office Occupations Education, Performance Based Education, Secondary Education, Worksheets

Identifiers-*Checks, Vocational Technical Education Consortium States

Supporting performance objectives 42, 47, 57, 58, and 61 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on issuing and cashing checks, and ordering personal checks. (This module is the third in a set of eight on banktelling CE 019 471-478 .) The student materials include four learning activities with seven student self checks (with answer keys), five practice tests, and a pre- and posttest. The instructor's manual includes copies of forms to be duplicated (e.g., cashier's check, personal check, deposit ticket, and simulated money), narratives for four filmstrips to be used with the module, and answer keys to the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 940 CE 019 474

Itter, Pat

Processing Coins. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-35p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education, Secondary Education

Identifiers-Vocational Technical Education Consortium States

Supporting performance objectives 17, 23, 24, and 27 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on processing coins. (This module is the fourth in [illegible] set of eight on banktelling CE 019 471-478 .) The student materials include four learning activities, a pre- and posttest, three student self checks, and an instructor's check list. The instructor's manual includes copies of the materials used in the student manual and a script for a filmstrip presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 941 CE 019 475

Albert, Linda F.

Sorting, Stacking, and Strapping Currency. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-85p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education, Secondary Education

Identifiers-Vocational Technical Education Consortium States

Supporting performance objectives 18, 25, 26, 30, 31 and 32 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on sorting, stacking and strapping currency. (This module is the fifth in a set of eight on banktelling CE 019 471-478 .) The student materials include six learning activities, a performance pre- and posttest, six student self checks, an instructor's checklist, and an objective posttest. The instructor's manual includes instructions for using the module, answer key to the objective test, and sheets of simulated currency and currency straps to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

Cliatt, Katherine

Examining Checks for Acceptability. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-25p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education, Secondary Education
Identifiers-*Checks, Vocational Technical Education Consortium States

Supporting performance objective 12 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on examining checks for acceptability. (This module is the sixth in a set of eight on banktelling CE 019 471-478 .) The student materials include a pre- and posttest, two learning activities, and a student self check (with answer key). The instructor's manual includes an answer key to the pre- and posttest and simulated checks to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 943 CE 019 477

Cliatt, Katherine

Inspecting Customer's Identification. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-22p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, Secondary Education

Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 19 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on inspecting customer identification. (This module is the seventh in a set of eight on banktelling CE 019 471-478.) The student materials include a pre- and posttest, two learning activities, and a student self check (with answer key). The instructor's manual includes an answer key to the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 944 CE 019 478

Cliatt, Katherine

Cashing Checks. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-46p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Banking, Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education, Secondary Education, Worksheets

Identifiers-*Checks, Vocational Technical Education Consortium States

Supporting performance objectives 39 and 40 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on cashing checks (personal). This module is the eighth in a set of eight on banktelling CE 019 471-478 .) The student materials include a pre- and posttest, instruction sheets on procedures for cashing checks, a student self check (with answer key), an instructor's checklist, and sheets of simulated coins and currency. The instructor's manual includes information on using the module, and simulated cash in-out tickets and simulated currency to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping CE 019 480-489 is also available.) (JH)

ED 164 945 CE 019 480

Itter, Pat

Accounting Forms. Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-33p.; For related documents see CE 019 471-478, CE 019 481-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Accounting, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education

Identifiers-Vocational Technical Education Consortium States

Supporting performance objective of the 16 V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, this instructor's manual contains copies of accounting forms which can be used to make spirit masters or transparencies. (This module is the first in a set of ten on bookkeeping CE 019 480-489 .) Twenty forms grouped under five areas (journals and registers, ledgers, payroll, statement paper, and miscellaneous) are provided. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 946 CE 019 481

Albert, Linda F.

Preparing the Form W-2 and the Form W-3. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-70p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, *Payroll Records, Performance Based Education, Records (Forms), Secondary Education, Task Performance, *Taxes, Wage Statements

Identifiers-Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeping Catalog, both a set of student materials and an instructor's manual on preparing the forms W-2 and W-3 are included in this module. (This module is the second in a set of ten on bookkeeping CE 019 480-489.) The student materials include information on preparing the Form W-2 and W-3, a pre- and posttest, one learning activity, sample forms of employee's earning record, sample Form W-2 and Form W-3, and an instructor's checklist. The instructor's manual includes keys to the pre- and posttest, the performance posttest, and learning activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 947 CE 019 482

Itter, Pat

Preparing Salesperson's Commission Statements. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-53p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, Recordkeeping, Records (Forms), Secondary Education
Identifiers-*Sales Commission Statements, Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeping Catalog and both a set of student materials and an instructor's manual on preparing a salesperson's commission statement are included in this module. (This module is the third in a set of ten on bookkeeping CE 019 480-489.) The student materials include eight learning activities, a pre- and posttest, and an instructor's checklist. The instructor's manual includes answer keys to the problems presented in the module and sets of sale slips to be duplicated and used by the students in the learning activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 948 CE 019 483

Cliatt, Katherine H.

Typing Tabulated Materials. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-36p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, Secondary Education, *Typewriting
Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 49 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on typing tabulated material are included in this module. (This module is the fourth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include pre- and posttests, information sheets on setting up tabular materials and interpreting rough drafts and proofreading symbols, two learning activities, two student checklists, and two instructor's checklists. The instructor's manual includes a key for the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 949 CE 019 484

Albert, Linda F.

Recording Discounts Allowable on Invoices. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-69p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education
Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 50 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on recording discounts allowable on invoices are included in this module. (This module is the fifth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include a pre- and posttest, learning activities, and materials for use in bookkeeping problems (e.g., invoices, checks), and student self check (with answer key). The instructor's manual includes answer keys to the pre- and posttest and the bookkeeping problems, and the script for a slide presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 950 CE 019 485

Horton, Mary

Completing Purchase Invoices. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-41p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education
Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 51 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, this instructor's manual concerns the completing of purchase invoices. (This module is the sixth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include a pre- and posttest, three instruction sheets with learning activities; a self-checklist (with answer key), sample purchase order forms, and an instructor's checklist. The instructor's manual includes information on using the module and answer keys for the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 951 CE 019 486

Horton, Mary

Preparing Memos for Goods Returned. Student's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-46p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education

Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 54 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, and both a set of student materials and an instructor's manual on preparing memos for goods returned are included in this module. (This module is the seventh in a set of ten on bookkeeping CE 019 480-489 .) The student materials include a pre- and posttest, four learning activities, copies of various forms (e.g., debit memo, credit memo) and two instructor's checklists. The instructor's manual includes answer keys to the pre- and posttest, various forms for duplicating (e.g., debit memorandum, journal page, and purchases returns and allowances), and a script for a slide presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 952 CE 019 487

McElveen, Peggy
Completing Sales Invoices. Student's Manual and Instructor's Handbook.
Clemson Univ., S.C. Vocational Education Media Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-78
Grant-G007603810
Note-48p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education
Identifiers-Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on completing sales invoices are included in this module. (This module is the eighth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include a pre- and posttest, three learning activities, a performance posttest, and a self check (with answer key). The instructor's manual includes answer keys to the tests, and sample invoice forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 953 CE 019 488

Cliatt, Katherine H.

Recording Accounting Entries Pertaining to Notes and Interest. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-62p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets Recordkeeping I & II; Recording Goods Bought designed to accompany this bookkeeping set)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Secondary Education

Identifiers-Vocational Technical Education Consortium States

Support performance objectives of the V-TECS Education Consortium of States) Bookeeper Catalog, a set of student materials and an instructor's manual on recording accounting entries pertaining to notes and interest are included in this module. (This module is the ninth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include two learning activities, three student self checks, (with answers) and pre- and posttests. The instructor's manual includes a key to the pre- and posttests and various accounting forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 471-478 is also available.) (JH)

ED 164 954 CE 019 489

McElveen, Peggy

Recording Accounting Entries Pertaining to Sales Tax. Student's Manual and Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-78

Grant-G007603810

Note-39p.; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets Recordkeeping I & II; Banking Services designed to accompany this bankteller set)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, Recordkeeping, *Records (Forms), Secondary Education, Taxes

Identifiers-Vocational Technical Education Consortium States

Supporting performance objective 16 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on recording accounting entries pertaining to sales tax are included in this module. (This module is the tenth in a set of ten on bookkeeping CE 019 480-489 .) The student materials include a pre- and posttest, two learning activities, and a student self check (with answers). The instructor's manual includes an answer key to the tests, an instructor's check list on student performance, and accounting forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling CE 019 472-478 is also available.) (JH)

ED 164 955 CE 019 494

Weinheimer, Suzanne R.
Sex Equity and Vocational Education.
California Univ., Los Angeles. Div. of Vocational Education.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-78
Note-32p.; Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Access to Education, Employment Statistics, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Females, Inservice Teacher Education, Instructional Materials, *Sex Discrimination, Sex Stereotypes, *Vocational Education, Working Women
Identifiers-Education Amendments 1976

This publication, compiled as a learning component for persons enrolled in a vocational education teacher education program, provides information on sex equity in vocational education and employment. The content is in nine sections. The first defines sex discrimination, bias, and stereotypes. The next section covers female participation in the work force and includes entry rates, earnings, and economic need. The third section compares the participation of women and men in vocational training programs. Federal laws pertaining to sex equity are briefly summarized in the fourth section, while the fifth compares the Education Amendments of 1972 with those of 1976. The next section presents the provisions of the Education Amendments of 1976 regarding the administration of state vocational education programs, state use of vocational education funds, and national vocation education programs. The recruitment of students into courses nontraditional to their sex is discussed in the seventh section. The last two brief sections, respectively, discuss the program planning process and provide a list of source materials. A teacher self-assessment form on sex equity and vocational education and a test on the publication's content are appended. (EM)

ED 164 956 CE 019 506

Long, Huey B., Ed. And Others
Approaches to Community Development.
American Coll. Testing Program, Iowa City, Iowa.; National Univ. Extension Association, Minneapolis, Minn.
Pub Date-73
Note-90p.; Not available in hard copy due to small print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community, *Community Development, Community Education, *Community Involvement, Community Programs, *Concept Formation, *Conceptual Schemes, Conflict, Demonstration Programs, Experimental Programs, Power Structure, Problem Solving, *Program Design, *Program Development, Program Planning

Six approaches to community development are presented by several authors in this booklet. Chapter 1 presents an introduction to the community development concept. In chapter 2, L. J. Cary emphasizes three distinctive features of the community approach: (1) popular or broad-based participation, (2) community as an important concept, and (3) the holistic nature of concern. In The Information Self-help Approach'', H. Y. McClusky suggests that the right kind of information applied by knowledgeable participants at strategic junctures can make a difference in community development. In chapter 4, R. Thomas places heavy emphasis upon the special problem'' as the target for resolution in a problem-solving approach. He illustrates how a common interest in a particular problem goes beyond the limited locational criteria of community. W. M. Evensen, writing on the experimental approach, reveals a growing concern among agencies and institutions in the application of a quasi-experimental design to community-development activities. G. S. Abshier, in The Demonstration Approach,'' emphasizes the difference between a true experimental program and a demonstration. Finally, R. J. Salmon and G. A. Tapper discuss the dynamic approach of power-conflict. They explore the meaning of power in the community-development process today. Biographical sketches of the authors are included. (Author/CT)

ED 164 957 CE 019 518

Keene, Lois, Ed.

The Career Education Resource Center Annotated Catalog, 1978-1979.

Career Education Resource Center, Englewood, Colo.

Spons Agency-Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-194p.; Not available in hard copy due to small, light print in the original document; For a related document see CE 018 507

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Education, *Annotated Bibliographies, Business, Career Awareness, *Career Education, Community Resources, Consumer Education, Guidance, Industry, *Instructional Materials, Job Skills, Museums, Occupational Clusters, *Occupational Information, Reference Materials, *Resource Centers

Identifiers-*Colorado Educ Network for Resource Enrichment

This catalog provides an annotated list of the career education materials which may be borrowed for previewing from the Career Education Resource Center in Colorado. Covering materials of interest to educators in kindergarten through postsecondary programs, the catalog includes items produced by classroom teachers, commercial publishers, business and industry, and state and federal projects. The major topics by which the materials are categorized are as follow: classroom subject areas such as mathematics, language, art and home economics; consumer education; guidance; reference, including information on teaching strategies and historical background; career clusters, as defined by the U.S. Office of Education; and business and industrial materials. The section on Community Resources contains the following information: (1) a description of the State Community Resource Bank philosophy and objectives; (2) a listing of program directors to contact for local community resource information; (3) how to order this information; (4) a list of firms, organizations, schools, and other community groups to contact for information; (5) a list of 15 U.S.O.E. occupational clusters; and (6) a list of statewide museums with descriptions and information on location, hours, tours, fees, and grade level. The types of materials include audiovisual aids, lesson plans, student materials, bibliographies, dictionaries, learning activity packets, teacher guides, and textbooks. (CT)

ED 164 958 CE 019 521

Landis, Dan And Others

Use of a Black Culture Assimilator'' to Increase Racial Understanding.

University City Science Center, Philadelphia, Pa.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-310

Pub Date-Sep 78

Contract-DAHC-19-72-C-0039

Note-27p.; For a related document see CE 019 522 ; Report prepared in collaboration with the ARI Field Unit at Presidio of Monterey, Calif.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Acculturation, Armed Forces, Black Culture, *Blacks, Black Stereotypes, *Caucasians, Changing Attitudes, Cultural Awareness, Cultural Differences, Culture Conflict, Ethnic Stereotypes, Leadership Training, Methods Research, Military Training, *Multicultural Education, *Officer Personnel, *Race Relations, Racial Attitudes, Racial Discrimination, Racism

Identifiers-Army, United States

A study was done to determine the feasibility of using the culture assimilator (a programed learning experience) as a race-relations training technique for junior grade officers. The assimilator is intended to help individuals of one culture better understand the point of view of individuals of another culture. Assimilator items focus on critical incidents'' or situations likely to result in cross-cultural misunderstanding. The incidents in this case were based on taped interviews of black and white officers and enlisted personnel from several Army installations. Four responses with feedback were prepared for each of 100 problems. Field tests were done with eighty-four white junior grade officers and eighty-five black junior grade officers. Results indicated (1) the assimilator's sample problems represented events more familiar to black officers than to white officers; (2) blacks obtained higher scores on the assimilator than whites; (3) evidence of learning by white officers as a function of assimilator training was obtained; (4) evidence was obtained that attitudes and knowledge changed as a function of training; and (5) the face validity of the results was compromised somewhat by uncontrolled testing factors, such as subject fatigue. (Author/CSS)

ED 164 959 CE 019 522

Hart, Roland J. And Others

Cultural Assimilator for Training Army Personnel in Racial Understanding.

University City Science Center, Philadelphia, Pa.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-ARI-TP-314
Pub Date-Sep 78
Contract-DAHC-19-74-C-0013
Note-57p.; For related document see CE 019 521 ; Report prepared in collaboration with the ARI Field Unit at Presidio of Monterey, Calif.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Acculturation, Armed Forces, Black Culture, *Blacks, Black Stereotypes, *Caucasians, Changing Attitudes, Cultural Awareness, Cultural Differences, Culture Conflict, Enlisted Personnel, Ethnic Stereotypes, Evaluation, Field Studies, Leadership Training, Methods Research, Military Training, *Multicultural Education, *Officer Personnel, *Race Relations, Racial Attitudes, Racial Discrimination, Racism
Identifiers-Army, United States

A cultural assimilator was developed to teach white junior officers about black culture in the army. Scenarios involving misunderstandings between blacks and whites in the army were presented, and respondents were asked to identify ``correct'' reasons for the misunderstandings. In the first of three field tests respondents showed evidence of learning from assimilator training, but cultural sensitivity to black culture on a related measure did not increase, and stereotyping was not reduced. In a second assimilator field test subordinates rated their company commanders as being more effective in race relations when commanders demonstrated greater knowledge of black culture. However, this was true only for white and Hispanic subordinates and not for black subordinates. A third assimilator evaluation and follow-up showed that neither self-reports nor supervisor nor subordinate reports provided evidence that trained personnel were seen as being more effective in race relations than those who received no training. it was concluded that assimilator scenarios may be useful training aids as part of race-relations discussions but are not likely to have a strong favorable impact by themselves. (Author/CSS)

ED 164 960 CE 019 523

Boyer, Ernest L.

Remarks of Ernest L. Boyer, U.S. Commissioner of Education at the 1978 Convention of the American Vocational Association, Dallas, Texas, Saturday, December 2, 1978.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-2 Dec 78

Note-25p.; Speech delivered at the Convention of the American Vocational Association (Dallas, Texas, December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Dropouts, Educational Development, *Educational Policy, Educational Responsibility, Employment Problems, Employment Programs, Interagency Cooperation, National Programs, Public Policy, Speeches, Unemployed, Unemployment, *Vocational Education, Youth, *Youth Employment, Youth Problems

Identifiers-United States

Dan Dunham, my Deputy Commissioner, and I agreed on six top priorities for occupational and adult education to guide our administration in the days ahead. First, we agreed that we must continue to expand access. Second, we must have equity of opportunity. Third, we must develop better accountability and data systems in vocational education. As a fourth priority, we must enlarge our capacity in vocational education to provide the most effective guidance. Fifth, we must have closer linkage between vocational education and the basic and life skills. Sixth, we must have a close and workable relationship between CETA (Comprehensive Employment and Training Act) programs and vocational education. We must work together to build a new kind of work/education structure to serve a generation of lost students. Today 24 percent of high school students drop out before they finish, often without jobs and essential skills. Jobs for the under-educated are scarce and often non-existent. There is a mismatch between the services we promote and the needs of those who leave school early. However, there are pieces of programs to serve their needs, such as the Work Experience and Career Exploration Program and Title I of CETA. It is time to develop a unique kind of institution to help the dropout unemployed youth. (EM)

ED 164 961 CE 019 527

Iden, George And Others

Youth Unemployment: The Outlook and Some Policy Strategies. Budget Issue Paper for Fiscal Year 1979.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-Apr 78
Note-55p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Data Analysis, *Demography, Educationally Disadvantaged, Employment Opportunities, *Employment Projections, *Employment Statistics, Financial Policy, Government Role, Job Skills, Labor Market, Minimum Wage Legislation, Minority Groups, *Policy Formation, Racial Discrimination, Tables (Data), Tax Rates, *Unemployment, *Youth Employment, Youth Programs

Nearly one-half of all unemployed persons in the U.S. today are between the ages of sixteen and twenty-four even though that age group accounts for only one-fourth of the total labor force. Unemployment among sixteen- to nineteen-year-olds is currently more than fifteen percent, and among twenty- to twenty-four-year-olds it exceeds ten percent. The projected decline in the size of the youth population will not significantly affect youth unemployment until approximately 1980, and even then the impact will not be sudden or dramatic. At present, the unemployment rate for nonwhite teenagers is almost three times the rate for white teenagers. Racial discrimination, inadequate skills and education, location in economically depressed areas, and intensified competition as a result of the rapid influx of white teenagers and adult women into the labor market are contributing factors. Results in this study suggest that (1) monetary and fiscal policies can be used to reduce youth unemployment, as well as unemployment in general; (2) government policies established for other purposes, such as increases in the minimum wage and in payroll taxes, reduce employment opportunities for teenagers; and (3) the data presented in this study on differences in unemployment rates among subgroups of youths may be useful in targeting youth employment programs. (Statistical tables are included.) (Author/CT)

Comprehensive Employment and Training Act Amendments of 1978. Conference Report (To Accompany S.2570). Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House.
Pub Date-11 Oct 78
Note-161p.; Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Advisory Committees, Economically Disadvantaged, *Employment Programs, Employment Services, *Federal Legislation, *Federal Programs, *Federal Regulation, Job Training, Program Administration, Unemployed, Youth Employment, Youth Programs
Identifiers-*Comprehensive Employment Tng Act Amendments 1978, United States

This conference report covers the Comprehensive and Employment Training Act Amendments 1978 to provide improved employment and training services. The first two-thirds of the report presents each of the eight titles comprising the amendments. Title 1 covers the administrative provisions, both organizational and general. Title 2 on comprehensive employment and training services focuses on financial assistance provisions, services for the economically disadvantaged (includes youth, older workers, and public assistance recipients), and occupational upgrading and retraining. The third title stipulates special federal responsibilities, including special national programs and activities for Native Americans, migrant workers, veterans, handicapped persons, and older workers, as well as information on efforts in research, training, and evaluation. Title 4 provides for youth programs, such as Youth Incentive Entitlement Pilot Projects, Youth Community Conservation and Improvement Projects, Youth Employment and Training Programs, Job Corps, and Summer Youth Program. Title 5 establishes the National Commission for Employment Policy, and the sixth title provides for the Countercyclical Public Service Employment Program. Title 7 covers private sector opportunities for the economically disadvantaged while the last provides for the establishment of a Young Adult Conservation Corps. The last third of the report notes the differences between the Senate bill and the House amendment and the substitute agreed to in conference. (EM)

ED 164 963 CE 019 530

Martin, Elizabeth L. Waag, Wayne L.

Contributions of Platform Motion to Simulator Training Effectiveness: Study II Aerobatics. Interim Report for Period March 1976-November 1977.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-78-52

Pub Date-Sep 78

Note-33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Aircraft Pilots, Armed Forces, Cues, Data Collection, *Flight Training, Methods Research, Military Training, Motion, *Program Effectiveness, *Simulation, Skill Analysis, Skill Development, Student Evaluation, Teaching Methods, Training Techniques, *Transfer of Training

Identifiers-*Advanced Simulation for Pilot Training, Air Force, United States

A transfer-of-training design was used to evaluate the contributions of simulator training with synergistic six-degrees-of-freedom platform motion to aerobatic skills acquisition in the novice pilot. Thirty-six undergraduate pilot trainees were randomly assigned to one of three treatment groups: motion, no-motion, and control. Those in the control group received standard preflight/flightline instructions. Experimental subjects received five sorties in the advanced simulator for pilot training (ASPT), covering instruction on basic and advanced aerobatic tasks. All students received a fixed number of repetitions per task. Student performance in ASPT was evaluated periodically throughout pretraining using instructor pilot (IP) ratings for overall task performance and of special data cards. Airborne performance was evaluated by the flightline instructor pilot using the same data card format used during the ASPT phase. Findings were (1) using IP ratings, no differences in motion and no-motion groups' performance emerged, (2) using special data cards, no consistent differences emerged between motion and no-motion groups, (3) significant learning occurred during simulator training for both groups, (4) experimental groups performed significantly better in the T-37 than did the control group, and (5) no significant differences emerged in T-37 performance between motion and no-motion groups. (Author/CSS)

ED 164 964 CE 019 536

Rardin, Kevin

Fire Education Resources Information System: FERIS. A Descriptive Model.

California State Univ., Chico.

Spons Agency-California State Office of the Fire Marshal, Sacramento.

Pub Date-Jun 78

Note-95p.; Inclosure 2 (the first twelve pages of the Learning Directory, 1970-71, Vol. 1, published by Westinghouse Learning Corporation) was removed for copyright reasons; For a related document see ED 042 364

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Automatic Indexing, Comparative Analysis, Data Processing, Fire Protection, *Fire Science Education, Indexes (Locaters), Information Dissemination, Information Networks, Information Services, *Information Sources, *Information Systems, Instructional Materials, Models, *Needs Assessment, Program Design, Surveys, *Systems Development

Identifiers-California

A descriptive model of the Fire Education Resources Information System (FERIS) is examined in this document. Information regarding educational materials relating to fire prevention, protection, and suppression is discussed. A description of the model is presented in two sections. Section 1, Problem Definition, surveys the background and needs for such a system, research methodology, user communities, services and products, objectives and performance criteria, and staffing recommendations. Section 2, System Design, presents the model itself. It contains information on normal system operations, access distribution, search/organization, system interaction flow, input, central file structure, output, media campaign, equipment recommendations, growth of the system, cost estimates, and the FERIS task-planning schedule. A bibliography follows this section. Appendixes include the frequency distribution of survey responses and the comparative analysis of machine-aided indexes, which include examples from the following systems: Library of Congress; Books in Print''; Educational Resources Information Center (ERIC); Current Index to Journals in Education (CIJE); and the National Information Center for Education Media (NICEM). (CT)

ED 164 965 CE 019 537

Journal of Human Services Abstracts. Volume 3. Number 4. October 1978.
Aspen Systems Corp., Germantown, Md.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Pub Date-Oct 78
Contract-100-75-0179
Note-205p.; The title indexes may not reproduce well due to small print in the original document; For a related document see ED 160 770
Journal Cit-Journal of Human Services; v3 n4 October 1978
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Abstracts, Administration, *Annotated Bibliographies, *Community Services, Counseling Services, Data Processing, Day Care Services, Delinquents, Delivery Systems, Dependents, Educational Programs, Employment Services, Federal Aid, Foster Family, Health Services, *Human Services, Interagency Planning, Management Information Systems, Manpower Development, Mental Health Programs, Mentally Handicapped, Needs Assessment, Older Adults, Outreach Programs, Personnel Management, Physically Handicapped, Policy Formation, Program Evaluation, Program Planning, Residential Programs, Resource Allocations, Social Indicators, Staff Improvement, State Agencies, Training
Identifiers-Social Security Act Title XX

To provide information on subjects of concern to those in planning, management, and delivery of human services, this journal presents 149 abstracts from literature in the human services field. The journal is divided into five parts: the abstracts themselves, arranged in alphabetical order by title, with bibliographic and availability information; an alphabetical list of authors; an index of 1978 materials; an alphabetic list of documents; and cumulative subject index. The indexes provide a guide to the abstracts by specific subject category. Categories are listed alphabetically and include cross-references between conceptually related index terms and cross-references from synonyms to the preferred terms. Specific numeric citations follow the preferred index terms. Document accession and ordering numbers appear on the left and as the last line of each citation. (Volume 3, no. 3, of this journal is available in ERIC as ED 160 770.) (CSS)

ED 164 966 CE 019 538

Nutrition Education Development Project. ESEA Title IVC Project. Pamphlet File.

Luzerne Intermediate Unit 18, Kingston, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-25p.; For related documents see CE 019 539-540
Available from-Not available in hard copy due to light print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Bibliographies, Dental Health, Dietetics, *Educational Resources, Elementary Secondary Education, Food, Health Education, *Nutrition, Nutrition Instruction, Pamphlets, Pregnancy, Resource Guides, Resource Materials
Identifiers-Pennsylvania

This compilation of pamphlets and other educational materials on current issues in nutrition provides elementary and secondary teachers with a list of free or inexpensive materials to help them implement nutrition education into the existing curriculum. This list, organized in alphabetical order by topic, contains 293 entries and each one includes some or all of the following: title, author, type of publication, publisher, source, publication date, price, and order number. Some representative topics are as follows: additives, athletes' diet, basic four food groups, breakfast, children, dental health, Food and Drug Administration, food myths, general nutrition, health education, hyperactivity, labeling, minerals, nutrition education, pregnancy, vegetarianism, vitamins, and weight control. The addresses of sources are attached. (EM)

ED 164 967 CE 019 539

A Nutrition Education Bibliography for Teachers of All Subjects and Grade Levels. Revised Edition, 1978. Developed through an ESEA Title IVC Project in Nutrition Education for Schools.

Luzerne Intermediate Unit 18, Kingston, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-21p.; For related documents see CE 019 538, CE 019 540, and ED 139 799
Available from-Not available in hard copy due to thin type in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, *Bibliographic Citations, Books, *Educational Resources, Elementary Secondary Education, Foods Instruction, Health Education, Instructional Aids, *Nutrition, Nutrition Instruction, Resource Guides, Resource Materials, Teaching Guides
Identifiers-Pennsylvania

This bibliography lists a library collection of educational resources on topics in nutrition which are available to elementary and secondary teachers who need information and instructional aids to help them implement nutrition education into the existing curriculum. Two hundred seven entries of nutrition education resources comprise this bibliography, including books, periodicals, filmstrips, slides, cassettes, bibliographies, teaching kits, programmed instruction units, curriculum guides, and games. Each entry includes some or all of the following: library code number, author, title, publisher, publication date, and price. The addresses of sources are attached. (EM)

ED 164 968 CE 019 540

Grogan, Jane, Ed. Armillay, Joy, Ed.

Nutrition Education: An Interdisciplinary Approach. Revised Edition, 1978. Developed through an Inservice Program of the Nutrition Education Development Project. Administered by Luzerne Intermediate Unit 18.

Luzerne Intermediate Unit 18, Kingston, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-173p.; For related documents see CE 019 538-539

Available from-Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Behavioral Objectives, Case Studies, Educational Resources, Elementary Secondary Education, Foods Instruction, *Interdisciplinary Approach, *Learning Activities, Nutrition, *Nutrition Instruction, State Curriculum Guides, Student Evaluation, Teaching Guides

Identifiers-Pennsylvania

This curriculum guide was developed to help teachers from pre-school through secondary grade levels provide an interdisciplinary approach to teaching nutrition. This guide begins with eleven instructional units, varying from two to twenty pages in length, on basic nutrition and other selected topics. Each unit includes some or all of the following: rationale, topic, and behavioral objectives correlated with suggested student learning activities. The eleven units are as follows: (1) nutrition and the pre-schooler, (2) nutrition in the elementary grades (includes mathematics, social studies, language arts, and science and health), (3) mini nutrition unit for middle schools, (4) nutrition and social studies-secondary level, (5) nutrition and physical fitness, (6) nutrition and home economics, (7) food additives, (8) fad diets, (9) nutrition labeling, (10) nutrition and the single adult, and (11) snack food sense. Then follow thirteen one-to-two-page case studies of typical nutritional problems encountered by students. Each case study consists of a brief description of the case situation followed by six to eleven questions regarding the case. A brief discussion of student evaluation and a list of available resources conclude this guide. (EM)

Schendel, J. D. And Others
Retention of Motor Skills: Review.
Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Report No.-ARI-TP-313
Pub Date-Sep 78
Note-50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Ability, Armed Forces, *Behavior Development, Environmental Influences, Habit Formation, *Learning Processes, Memory, Military Training, Overt Response, *Psychomotor Skills, *Recall (Psychological), *Retention, Retention Studies, Retraining, Task Performance, Training Techniques, Transfer of Training
Identifiers-Army, United States

A summary of an extensive literature survey deals with the variables known or suspected to affect the retention of learned motor behaviors over lengthy no-practice intervals. Emphasis was given to research conducted by or for the military. The variables that may affect the retention of motor skills were dichotomized into task variables and procedural variables. The task variables that may underlie the long-term retention of motor skill include (1) duration of the no-practice period, or retention interval; (2) nature of the response required to accomplish a particular motor task; (3) degree to which the learner can organize or impose order upon the elements that define the task; (4) structure of the training environment; and (5) initial or natural'' ability of the learner in performance of a task without prior practice. The procedural variables that may affect the long-term retention of motor skill include (1) degree of proficiency attained by the learner during initial training; (2) amount and kind of refresher training; (3) transfer of skills on one task to performance on another task; (4) presence of interfering activities; (5) distribution of practice during training; (6) use of part-task versus whole-task training methods; and (7) introduction of extra test trials prior to final testing. (Author/CSS)

ED 164 970 CE 019 558

Griffith, Douglas Actkinson, Tomme R.

International Road Signs: Interpretability and Training Techniques.

Army Research Inst. for the Behavioral and Social Sciences, Ft. Hood, Tex.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-RR-1202

Pub Date-Sep 78

Note-54p.; Not available in hard copy due to small print ; Also sponsored by TRADOC Combined Arms Test Activity, Fort Hood, Tex.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Abstraction Levels, Armed Forces, Communication (Thought Transfer), Comparative Analysis, Cues, *Driver Education, *Foreign Countries, Lecture, Methods Research, Military Training, Retention, Slides, *Symbolic Learning, *Traffic Signs, *Training Techniques, Visual Learning

Identifiers-Army, United States

The drivers in a battalion about to be deployed to Germany were taught the meanings of international road signs using one of the following techniques: Sign Only, in which the road signs were presented via a slide projector and the names of the slides provided orally by the instructor; Sign Elaboration, which was identical to the Sign Only condition except that mnemonic cue was provided to facilitate retention of the sign's meaning; and a Standard Control condition, in which a lecture presentation was supplemented with standard training aids. No significant differences were obtained in the performance of the groups. The analyses of the interpretability of individual signs indicated that there was good reason to question the interpretability of many international road signs. Apparently, the more abstract the symbolic representation, the lower the interpretability. Training should stress selective instructional strategies for the more abstract signs and have a longer instruction period. (Author/CSS)

ED 164 971 CE 019 559

The Work Incentive Program. Eighth Annual Report to the Congress on Employment and Training under Title IV of the Social Security Act, October 1, 1976-September 30, 1977.

Department of Labor, Washington, D.C.
Pub Date- 78
Note-37p.; For related documents see ED 139 988 and ED 149 046
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Ancillary Services, Blacks, Caucasians, Disadvantaged Groups, Educational Opportunities, Employment Experience, Employment Programs, Employment Qualifications, *Employment Services, Federal Programs, Females, *Job Training, Males, Participant Characteristics, Statistical Data, Wages, *Welfare Recipients, *Work Experience Programs, Working Women
Identifiers-Aid to Families with Dependent Children, United States, *Work Incentive Program

The activities presented in this Work Incentive (WIN) program report are those designed to assist the movement of employable Aid to Families with Dependent Children (AFDC) recipients from welfare to work and economic independence. The first of seven sections presents statistics on WIN programs, including (1) intake, (2) individuals employed, (3) job entries, and (4) employment programs. Section 2 reviews some statistics and reports that in 1977 over 420,000 WIN participants entered jobs or training programs. Section 3 describes the WIN AFDC relationship and the WIN population by sex, race, age, and years of school completed. For example, nearly three-fourths of WIN registrants in 1977 were women; somewhat more than half were white. The fourth section reviews the general WIN services and the particular employment, training, and supportive services. The WIN job entries and hourly entry wages are reported in section 5. Program funding is discussed in section 6. The final section focuses on the WIN research, demonstration, and evaluation efforts. For instance, 1977 research studies examined the WIN population and the best ways to provide assistance to that group. The appendix contains statistical data on WIN participants. A glossary is included. (For a related document see ED 149 046.) (CSS)

Matthews, Martha McCune, Shirley

An Equal Chance. A Parent's Introduction to Sex Fairness in Vocational Education.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-76-0426

Note-24p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01863-2)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Access to Education, *Equal Education, Federal Legislation, Guides, *Parent Responsibility, Parents, School Responsibility, *Sex Discrimination, Sex Stereotypes, *Vocational Education

This booklet was developed to introduce parents to sex fairness in vocational education. First, it presents the pictures of two women and two men and explains why they are enrolled in their particular vocational education programs. It then asks parents to consider whether they can see their daughters and sons in occupations nontraditional to their sex. These questions are followed by some statistics regarding women's work force participation, including wages. Next, the implications of these facts for both daughters and sons are discussed. Then follows a discussion of the current enrollment of men and women in vocational education programs which are not traditional for their sex. The concluding portion of this booklet discusses the things parents can do to help their children overcome stereotyping and help schools provide equal opportunity. (EM)

ED 164 973 CE 019 583

Tice, Terrence N.

Employee Relations Bibliography: Public, Non-Profit and Professional Employment. Essay, Annotated Listing, Indexes.

Labor Management Services Administration (DOL), Washington, D.C. Div. of Public Employee Labor Relations.

Pub Date-78

Contract-DOL-41-USC-252-(c)-(3)

Note-164p.; Not available in hard copy due to small print in the original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00338-6)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Arbitration, *Collective Bargaining, Court Litigation, Employees, Employer Employee Relationship, Employment Problems, Federal Government, *Government Employees, Hospitals, *Industrial Relations, *Labor Legislation, Labor Problems, Negotiation Agreements, Negotiation Impasses, Nonprofit Organizations, Organizations (Groups), Productivity, Professional Personnel, State Government, Strikes, *Unions, Wages

Identifiers-Canada, National Labor Relations Act, National Labor Relations Board, United States

This comprehensive listing of 2,724 bibliographic items from 1967 through early 1977 includes significant English-language material on the contractual relationship between public employers and employees in the United States and Canada. (There are a few items in French.) Although access is given to the broader areas of public management and personnel practice, attention is placed chiefly on collective bargaining, dispute resolution, and their analogues where the law provides for neither. Following a short review of basic resources, the bibliographic items are presented. The first section of items contains 482 books, 112 dissertations, and 260 reports, essays, bibliographies, hearings, surveys, directories, guides, and manuals not in article form. The second section contains 1,870 numbered article entries, chapters, papers, and other brief items. Indexes of names and subjects are included. (CSS)

ED 164 974 CE 019 598

Full Employment and Balanced Growth Act of 1978. Public Law 95-523 Oct. 27, 1978. 95th Congress.

Congress of the U.S., Washington, D.C.
Pub Date-27 Oct 78
Note-23p.; Not available in hard copy due to small print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adults, Budgeting, Economic Factors, Employment, *Employment Opportunities, Equal Opportunities (Jobs), Federal Legislation, *Financial Policy, *Growth Patterns, Income, Job Placement, Job Training, Labor Market, Labor Standards, Objectives, Occupational Guidance, Policy, Productivity, Underemployed, *Unemployment, Youth Employment
Identifiers-*Full Employment and Balanced Growth Act 1978

The Full Employment and Balanced Growth Act of 1978 is reproduced in its entirety. The act, public law 95-523, is designed to translate into practical reality the right of all Americans to full opportunity for useful paid employment at fair compensation rates; to assert the federal government's responsibility to use all programs and policies promoting full employment and balanced growth; to require the president each year to set forth short-term/medium-term economic goals; to achieve better integration of general and structural economic policies; and to improve economic policymaking coordination within the federal government. The act contains a table of contents and four titles, each of which embodies various sections. The titles include (1) the establishment of goals and general economic policies, (2) structural policies and programs, including treatment of resource restraints, (3) policies and procedures for congressional review, and (4) general provisions. (CSS)

ED 164 975 CE 019 619

Briggs, Norma L.

Women and the Skilled Trades. Information Series No. 132.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-42p.; For related documents see CE 019 620 and CE 019 624

Available from-National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 132, $2.80)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Affirmative Action, *Apprenticeships, Census Figures, Employment Opportunities, Employment Patterns, Employment Programs, Employment Services, *Employment Statistics, Federal Programs, *Females, Job Placement, Job Training, Labor Legislation, Labor Market, Salaries, Sex Differences, *Skilled Occupations, *Vocational Education, Working Women

Identifiers-Better Jobs for Women, Comprehensive Employment Training Act, Manpower Development Training Act, Nontraditional Occupational Program for Women

The participation of women in the skilled trades increased appreciably between 1960 and 1970; however, the rate of increase was not as large as could have been expected if women had entered the skilled trades at the same rate they entered the total civilian labor market. The gap between men's and women's median earnings was greater in 1970 than in 1960, but in the skilled trades the decrease in women's earnings in proportion to men's was smaller. The participation of women in the skilled trades appears to be higher in larger companies in large metropolitan areas than it is on the average nationwide. Also, proportionately more minority women are employed in the skilled trades by such companies. Women continue to be underrepresented in both apprenticeship training programs and vocational/technical education programs for the skilled trades even though affirmative action regulations and special stimulus programs have made some gains. Women have been well represented as participants in federal government training programs; however, they have been disproportionately concentrated in programs which lead to low-paying and low-skill jobs. Government funded outreach projects for women designed to prepare and place women in pre-apprenticeship, apprenticeship, and traditionally male blue-collar jobs have increased from one program in 1971 to over eighty in 1978. Now it is time to determine the effectiveness of these programs and to analyze which combination of factors is optimal the project designs, the skills/characteristics of women selected, the support/training offered, and the follow-up services. (BM)

ED 164 976 CE 019 620

Farmer, Helen S.
Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0122
Note-65p.; For related documents see CE 019 619 and CE 019 624 ; parts marginally legible due to print quality
Available from-National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 133, $4.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adults, *Affirmative Action, Ancillary Services, Apprenticeships, Change Agents, Changing Attitudes, *Counseling Programs, *Educational Needs, *Employment Opportunities, Employment Trends, Enrollment Trends, *Females, Legislation, Managerial Occupations, *Participant Characteristics, Postsecondary Education, Professional Occupations, Program Improvement, Recruitment, Resources, Role Models, Scientific Personnel, Skilled Occupations, Vocational Counseling, Working Women
Identifiers-*Non Traditional Occupations

Focusing on counseling programs and support services for increasing the participation of women (postsecondary level) in occupations traditionally dominated by men, a study examined opportunities, needs, and support systems relevant for women seeking to enter either nontraditional professional or nonprofessional occupations. The data collected covered the following categories: opportunities in nontraditional professional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling/support services for women in math, science, and management; role models used to increase nontraditional participation; counseling services/resources for college women; counseling services aimed at changing change agents; legislative support for women entering nontraditional occupations; participation of and support programs for women in nontraditional, nonprofessional occupations; and apprenticeship training. Positive trends were identified in several nontraditional occupational fields where female enrollments in professional training have increased during the past decade. Seen as a result of several factors rather than the result of any one programmatic effort, these increases were facilitated by legislation and efforts by states and institutions to recruit more women. Promising projects were identified that aimed at influencing educators, parents, and students to change their attitudes and behaviors. (BM)

ED 164 977 CE 019 623

Rios, Edwin T. Hansen, William E.

Career and Vocational Development of Bilingual Students. Information Series No. 136.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-59p.; For related documents see CE 019 619-627

Available from-Matopma; National Educational Laboratory Publishers Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock Number EC-066, $5.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Students, Career Awareness, *Career Development, *Career Education, Career Exploration, Educational Coordination, Educational Experience, Instructional Materials, Migrant Education, Non English Speaking, Program Descriptions, Program Evaluation, *Program Planning, Second Language Learning, Student Characteristics, *Student Needs, Vocational Education, Vocational Maturity

A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilingual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its holding power'' on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education concept development, languages appropriate for student and/or parents, and the environment of the bilingual family. (BM)

ED 164 978 CE 019 624

Kane, Roslyn D.
Preparing Women to Teach Non-Traditional Vocational Education. Information Series No. 137.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0122
Note-60p.; For related documents see CE 019 619-620
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Ancillary Services, Certification Employment Opportunities, Evaluation, *Females, Financial Support, Industrial Arts, Models, Participant Characteristics, Program Design, Program Planning, Recruitment, *Retraining, Sex Discrimination, Sex Stereotypes, Skill Development, Skilled Workers, *Teacher Education, Teachers, *Trade and Industrial Education, Vocational Education, *Vocational Education Teachers, Working Women

Identifiers-*Non Traditional Occupations

The impetus for developing a model to retrain women teachers and skilled women to become teachers in traditionally male-intensive secondary vocational education has emerged from a combination of problems and issues. The most pertinent of these involve the factors of supply and demand, coupled with the need to reduce sex stereotyping and bias in employment. A retraining program should respond to the need for female teachers in male-intensive vocational programs by state and should identify where the need for such a program is greatest. The major conceptual issues that must be addressed in proposing a retraining model include the characteristics of the women for whom the program is being designed, the certification requirements of the state, job growth potential, and time required to attain skill levels and operate the retraining model. Other factors involved in planning the model are evaluation, funding sources, and packaging the program. The two areas that consistently offer the most opportunities for employing teachers in male-intensive vocational programs in most states are trade and industrial education and industrial arts. Some aspects to consider in retraining women in these areas are program design, work experience, competency-based programs, and preservice and inservice training. Recruitment practices, selection of applicants for pilot programs counseling, and various support programs must be carefully planned to insure that the first group of women entering these positions has a positive and successful experience. (BM)

ED 164 979 CE 019 626

Newcomb, L. H.

Agricultural Education: Review and Synthesis of the Research. Information Series No. 139.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-86p.

Available from-National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 139, $5.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Adult Education, *Agricultural Education, Career Education, Curriculum, Curriculum Guides, Disadvantaged Youth, *Educational Research, Followup Studies, *Instruction, Performance Based Teacher Education, Postsecondary Education, Program Administration, Program Evaluation, Program Planning, *Research Needs, Secondary Education, State of the Art Reviews, Student Teaching, Task Analysis, *Teacher Education, Teacher Recruitment, Teacher Shortage, *Vocational Agriculture, Vocational Agriculture Teachers

Research studies in agriculture education conducted between 1969 and 1978 are analyzed to provide an overview of representative studies in the following areas: teacher education, instruction, curriculum, student services, recruitment and retention of teachers, disadvantaged students, program planning, evaluation studies, administration and supervision, adult education, postsecondary agricultural education, and career education in agriculture. (All studies selected relate to secondary and postsecondary vocational agriculture programs in the United States.) After research in each area is reviewed, summary comments are presented to indicate trends, patterns, and important findings in that area. Finally, overall conclusions and recommendations are presented based on the total review of the research. Some of these conclusions are as follows: (1) even though the profession has an abundance of task analysis information and nationally prepared curriculum guides available for all specialty areas, little attempt has been made to evaluate task lists or curriculum guides using actual field observations; (2) even though there appears to be sufficient work completed in identifying the professional competencies needed by vocational agriculture teachers, the profession could benefit from coordinated inquiry into which competencies improve student learning; and (3) even though there is substantial documentation of the shortage of vocational agriculture teachers, to date there is no evidence of a recruitment program successful enough to attract the attention of the profession. (BM)

ED 164 980 CE 019 627

Bhaerman, Robert D., Comp.

Community Resources and Community Involvement in Career Education: An Annotated Bibliography. Information Series No. 140.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-76-0122

Note-77p.

Available from-National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 140, $5.10)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Abstracts, *Annotated Bibliographies, Career Awareness, *Career Education, Career Exploration, *Community Involvement, *Community Resources, Experiential Learning, *Program Descriptions, School Community Programs, School Community Relationship, *School Industry Relationship

Identifiers-*Business Industry Labor Linkage, *Experience Based Career Education

This selected annotated bibliography was published as a result of the evident interest by educators, as well as the general public, in the issues of community resources and community involvement in career education. The abstracts of 125 studies conducted since 1975 were selected and organized under the following categories: community resources (52 entries); community involvement (48 entries); Experience-Based Career Education (16 entries); and Business-Industry-Labor Linkage (9 entries). The last two categories were added to give the reader a ``flavor'' of what is to be found in the two related areas of experience-based career education and business-industry-labor linkage. There is some overlap in the four categories; however, the selections were made on the basis of the primary focus of each particular entry. The annotations are listed under each category in order of recency of ED numbers, with the current ones first. (BM)

ED 164 981 CE 019 629

Broadnax, Reginald And Others

Development and Validation of Competency Based Instructional Systems for Adult, Post Secondary, Special Needs, and Entrepreneurship Via the IDECC System. Final Report.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Grant-G007603242

Note-98p.; Not available in hard copy due to small print in the original document ; Report prepared by the Interstate Distributive Education Curriculum Consortium, Columbus, Ohio

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Vocational Education, Business Education, Career Ladders, Consortia, *Curriculum Development, Disadvantaged Groups, *Distributive Education, Educational Coordination, Employment Level, Handicapped, *Instructional Systems, Interstate Programs, *Job Skills, Learning Activities, Occupational Clusters, *Performance Based Education, Postsecondary Education, Task Analysis

Identifiers-Entrepreneurship, Self Employed Workers

The Interstate Distributive Education Curriculum Consortium (IDECC) was used as the nucleus in a five-part project to develop competency-based instructional systems for (1) adult distributive education, (2) postsecondary education, (3) special needs (of handicapped and disadvantaged groups), (4) additional occupations (such as marketing and distribution), and (5) entrepreneurship. Through the utilization of consultants and other professionals for each specialized area of the project, competencies were identified and learning activities were developed, tested, and refined. (CSS)

Life Skills for Job Success. Research Report.
Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-31 Oct 78
Grant-G007702214
Note-203p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Vocational Education, Citizen Role, Consumer Economics, *Daily Living Skills, *Educational Needs, *Employment, Employment Interviews, Employment Qualifications, Family Management, Health, Home Management, Interpersonal Competence, Job Skills, Job Training, Leisure Time, *Performance Based Education, Rating Scales, *Success Factors, Surveys, Task Performance, Work Attitudes

To develop a competency-based program, a study was done to identify important life skill competencies needed for job success. Educational constituents concerned with vocational education (students, educators, and community members) rated a set of 138 competencies in six life skill areas: citizenship, consumerism, health, home and family, leisure, and work. Each competency was rated on a scale from one to four, the most important to least important for job success. The 289 participants were identified by role, age, subject area, ethnicity, sex, and school location. Data were analyzed, and overall group and subcategory ratings were translated into a rank order of competencies. It was found that highly rated competencies were generally the same among the overall group and categories. Survey results were used to develop a list of twenty-four highly-rated competencies to be used in the development of competency-based instructional modules. The top three competencies were interpersonal relations on the job, evaluation of job performance, and job interview. (Among the appendixes are the competency list, the competency rating survey, demographic variables of participants, results disseminated to participants, and tables of rank orders of competency ratings.) (Author/CSS)

ED 164 983 CE 019 635

Hoyt, Kenneth B. And Others

Career Education and Organized Labor. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-79

Note-97p.; Not available in hard copy due to light and small print in the original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01945-1)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, *Cooperative Planning, Educational Objectives, *Labor Education, *Labor Unions, Policy, Program Improvement, Program Planning, Relevance (Education), School Community Relationship, *Work Experience Programs

Identifiers-School to Work Transition

The three papers compiled here provide educators and others involved in career education with some information regarding the relationship of career education and organized labor. The first paper, a conference speech by Peter A. Bommarito, President of the United Rubber Workers, presents an official policy statement on career education from the rubber, cork, linoleum and plastic workers. The second paper, by Dr. Mark Schulman of Antioch College, comprises one-half of this monograph and covers the problems organized labor faces with respect to career education. The content of this paper is in three parts. The first part discusses the issues regarding the relationship between career education and labor and includes theoretical, conceptual, and operational considerations; the second part explores the short- and long-range implications of strategies to consolidate or modify labor participation in career education; and the last part offers tentative conclusions and summarizes the paper's content. The third paper, by Kenneth Hoyt, Director of the Office of Career Education, presents the views expressed by members of organized labor at a seminar dealing with the role and function of organized labor in the career education effort. His paper focuses on seven topics, some of which are the following: the kinds of career education activities in which organized labor should participate; how the K-12 school system should obtain resource persons from organized labor; organized labor representation on community career education action councils; and involving organized labor on career education field trips. (EM)

ED 164 984 CE 019 636

Hoyt, Kenneth B.

Considerations of Career Education in Postsecondary Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-37p.; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01892-6)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Career Education, Change Strategies, *Community Colleges, Cooperative Education, Cooperative Planning, Educational Alternatives, *Educational Change, Educational Objectives, *Higher Education, Liberal Arts, Postsecondary Education, Vocational Education

The four papers compiled here deal with career education at the postsecondary education level. The first paper on career education and liberal arts in higher education discusses the goals of career education and higher education, liberal arts as a preparation for work, and career education as one change alternative currently available to higher education. The next paper identifies a number of paradoxes facing the implementation of career education in higher education and then discusses the issue in terms of the students, administration, staff, and faculty. The third paper on career education at the community college level discusses career education as a strategy for change in the community college, particularly in liberal arts and occupational education. The last paper presents strategies for marketing cooperative and work experience education and then discusses the benefits accruing from the collaboration of cooperative, work experience, and career education at the secondary and postsecondary levels. (EM)

ED 164 985 CE 019 639

Hughes, James H.
Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Final Report.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Contract-300-76-0375
Note-186p.; Not available in hard copy due to small type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Attitudes, Data Analysis, *Handicapped Students, *Mainstreaming, *Needs Assessment, Program Development, Program Planning, Questionnaires, Research Methodology, Secondary Schools, Surveys, *Teacher Attitudes, *Vocational Education, Vocational Education Teachers
Identifiers-Delphi Technique, North Carolina

A study was made to identify needs and barriers related to the mainstreaming approach and to assess attitudes of secondary principals and occupational education teachers toward mainstreaming and their perceptions of needs and barriers. The design of the project involved a three-phase research effort. The first phase utilized the Delphi Technique with local occupational education program administrators to identify needs and barriers. The second and third phases involved mail surveys of principals (N 101) and occupational education teachers (N-568). It was found that principals and teachers were neither highly accepting nor highly rejecting of the mainstreaming approach. Priority needs and major barriers were identified and their implications for program planning discussed. Teachers and principals expressed general agreement on the priority needs and major barriers, and held similar attitudes toward mainstreaming. It was recommended that future mainstreaming efforts utilize this project's products in overcoming the major barriers and in coordinating programs. Information was derived on a statewide basis to guide development and operation of vocational education programs for North Carolina's handicapped students. (Appendixes contain identification of mainstreaming needs and barriers, survey packets for secondary school principals and occupational education teachers, and a dissemination conference report. References and data tables are included.) (Author/CT)

ED 164 986 CE 019 643

Eggland, Carol

Curriculum Development of Re-entry Course for Licensed Practical Nurses. Final Report.

Southeast Community Coll., Lincoln, Nebr.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Nebraska Occupational Needs Research Coordinating Unit, Lincoln.
Pub Date- 78
Note-119p.; Not available in hard copy due to reproducibility problems
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Course Content, Course Evaluation, Course Objectives, Course Organization, *Curriculum Development, Curriculum Guides, *Instructional Materials, Medical Education, Needs Assessment, *Practical Nurses, Program Content, *Program Design, Questionnaires, *Refresher Courses, Surveys, Teaching Methods
Identifiers-Nebraska

A project was designed to implement a curriculum for a short-term re-entry course for licensed practical nurses (LPN) who wish to return to employment after some absence. Southeast Community College used an advisory committee of RNs and LPNs to assist in identifying objectives, content, and method of instruction. A survey questionnaire was mailed to inactive LPNs to ascertain needs and inform them of the project. Existing curriculum materials (LPN curriculum and RN refresher curriculum) were used as resources. Participants were contacted afterwards to aid in course evaluation. The curriculum was disseminated throughout the state. Materials developed as a result of the project were course objectives, course curriculum including case studies of nursing problems, and a bibliography. Mid-course and end-of-course evaluations were very positive and the project is expected to continue. (Included in the document is a sample course survey, summary of questionnaire returns, letter to participants, memo to inactive nurses explaining the program, response card, and the curriculum guide. The curriculum guide contains the course syllabus, list of steering committee members, course objectives, evaluation form, and course content, including: introduction to the course, update in nursing, update of LPN skills, case studies, and considerations for employment.) (Author/CT)

E[illegible] 164-987 CE 019 644

Vocational Education Early School Leaver Study. Final Report.

Rhode Island State Dept. of Education, Providence. Bureau of Research and Evaluation.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Note-138p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Attendance, Dropout Attitudes, Dropout Characteristics, Dropout Identification, *Dropout Prevention, Dropout Research, *Dropouts, *Educational Development, High School Students, Occupational Aspiration, Potential Dropouts, *School Holding Power, Secondary Education, Student Attitudes, Student Characteristics, Student Motivation, *Vocational Education

Identifiers-Rhode Island

The problem of early school leavers within a system that offers a wide range of vocational training at the secondary level is examined. Focus is on factors that influence a student to opt for a vocational program rather than remaining in a comprehensive high school or dropping out of school. By means of interviews and school attitude questionnaires, data were collected from 96 tenth-grade vocational students and 114 early school leavers in two Rhode Island communities. Additional information was gathered through school personnel interviews and school records. The findings include the following: the dropout rates for vocational schools are lower than their affiliated high schools; vocational students as compared to early school leavers had fewer school absences, better grade averages, and higher scores on intelligence tests and the California Achievement Test; and, for the most part, vocational students were career-oriented and chose their vocational program because it fit their future plans. (This report concludes with several suggestions for improving vocational education and dealing with potential school dropouts. The appendix includes the interview forms, school attitude questionnaires, personnel questionnaire, school record data collection sheet, a list of programs in Rhode Island for dropouts, and a list of courses and extracurricular activities common to urban and suburban schools.) (EM)

ED 164 988 CE 019 659

Hoerner, James L., Ed. Austin, Gary L., Ed.

Articulation Workshop for Key Secondary and Community College Vocational Education Personnel (Virginia Polytechnic Institute and State University, October 23-25, 1978)

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 78

Note-105p.; Parts may be marginally legible

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Access to Education, *Articulation (Program), Change Strategies, *Community Colleges, Conference Reports, *Demonstration Programs, Educational Benefits, Educational Change, Educational Policy, Interagency Coordination, Postsecondary Education, Program Coordination, Program Improvement, Program Planning, Secondary Education, *Secondary Schools, Vocational Counseling, *Vocational Education

Identifiers-Virginia

The workshop reported here was held to allow key personnel from secondary education and community colleges in Virginia an opportunity to explore existing problems as well as potential strategies relating to improved articulation of vocational programs at both levels. The content is presented in three parts. The first contains the three major addresses: Making a Mesh of Vocational Education,'' by David S. Bushnell; Articulation, Road Map to Employability,'' by Richard Carlson; and Two Plus Two Equals Four or More?'' by W. Robert Sullins. The next part presents the following three out-of-state articulation models: urban model at Milwaukee Area Technical College, Wisconsin; suburban model at Williamsport Area Community College, Pennsylvania; and rural model at Coosa Valley Vocational Technical School, Georgia. The last part summarizes three small group activities on problem identification, strategy identification, and identification of workable strategies. The appendixes include information pertaining to the following: pre-workshop problem identification activity, small group assignments, small group activities, articulation problems and strategies identified during small group activities, workshop program, bibliography on articulation, and the names of State Steering Committee members, workshop planning committee members, and workshop participants. (EM)

ED 164 989 CE 019 673

Rabinowitz, William And Others
The Quality and Results of Vocational Education by Correctional Institutions. Final Report.
Pennsylvania State Univ., University Park. Inst. for Policy Research and Evaluation.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G007604311
Note-253p.; Not available in hard copy due to small print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Vocational Education, Affective Tests, Correctional Education, Correctional Rehabilitation, *Corrective Institutions, Criminals, Delinquents, Educational Background, Educational Programs, *Educational Quality, Employee Attitudes, Employment Experience, Field Studies, Individual Characteristics, *Institutional Characteristics, *Job Skills, Job Training, Participant Involvement, *Prisoners, Recidivism, Surveys, *Vocational Education

This study was undertaken to determine if variations in the quality of vocational education offered in prisons, and the skill level developed by participants in these programs, are related to the inmates' post-release adjustment. It proved difficult to execute the study as designed, and the collected data were neither as numerous nor as complete as originally planned. Although it was possible to identify several variables that predict a former inmate's life satisfaction and encounters with the law, the evidence did not clearly demonstrate that particular aspects of a prison vocational education program have an effect on the post-release experiences of former inmates. The generally negative findings in this study do not suggest that vocational training in prison is ineffective. Rather, they indicate that we do not know what features of the training make it more or less effective. (Appendixes contain 1 a description of the seven correctional institutions, 2 instruments used in the study, 3 summary of inmate follow-up field experiences, 4 institutional data, participant data, reliabilities and intercorrelations, and discriminant analyses, and 5 profiles of the seven correctional institutions. (Author/CSS)

ED 164 990 CE 019 674

Davison, Pamela

Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina. Final Report.

Conserva, Inc., Raleigh, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-77

Contract-300-76-0374

Note-267p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Adult Vocational Education, *Correctional Education, Correctional Rehabilitation, Course Content, Criminals, Delinquents, *Educational Needs, Employer Attitudes, Employment Opportunities, Employment Programs, Employment Projections, Employment Qualifications, Job Satisfaction, Job Training, Manpower Needs, Occupational Choice, *Prisoners, Program Planning, Statewide Planning, Surveys, Technical Education, Vocational Interests, Vocational Rehabilitation, *Work Experience Programs, Youth Opportunities

Identifiers-North Carolina

A study was done to determine North Carolina inmates' vocational education/training needs, parolees' and ex-offenders' employment opportunities, and available vocational education/training resources. To determine vocational educational needs, a survey was conducted of inmates at seventeen correctional units (for adults and for youth). Estimates of parolee or ex-offender job opportunities were obtained by adjusting North Carolina Bureau of Employment Research employment projections, and by examining employer hiring practices and legal employment barriers. A questionnaire was developed to determine vocational education program offerings of community colleges and private trade, technical, and vocational schools. Study results showed that (1) ninety percent of inmates (sample equalled 545) indicated an interest in taking vocational courses while in prison; yet less than nine percent were enrolled in courses; (2) although automotive mechanics was the most frequently chosen option, only nine of seventy-seven prison facilities offered training in this area. Food service, chosen by only one out of nine, was the most frequently offered; and (3) most job openings were in industrial service, office, and construction occupations. Generally, employers considered the hiring of offenders as individual decisions. Study results revealed a fragmented statewide approach to vocational education for correction inmates. (CSS)

ED 164 991 CE 019 677

Hartz, John D.

The Systems Approach to Assessment and Evaluation of Post-Secondary Vocational Education Programs. Final Report. October 1, 1976-June 30, 1978.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jul 78

Grant-G007604945

Note-13p.; For related documents see CE 019 678 and CE 019 680-681

Available from-Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($3.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Career Planning, Construction (Process), *Employment Qualifications, Information Dissemination, *Interpersonal Competence, Job Applicants, *Job Placement, Job Search Methods, Postsecondary Education, *Program Improvement, Student Evaluation, Success Factors, Surveys, Systems Approach, *Tenure, Test Construction, *Vocational Education, Work Attitudes

Identifiers-Wisconsin

A project was conducted to improve the employability and employment prospects for students by (1) identifying non-job task skills and characteristics important to job acquisition and retention, (2) constructing an instrument to assess the identified skills and characteristics, (3) pilot testing the instrument with graduates from two postsecondary vocational technical institutions, one urban and one rural, in Wisconsin, (4) writing up the results with suggestions regarding further use of the instrument, (5) determining future research and development needs, and (6) disseminating information and products. Some of the methods used to accomplish the objectives were a literature review to identify skills and characteristics important for job acquisition and retention, surveys of graduates, employers, and school staff responsible for placement to verify and expand the findings of the literature review, and a search and review of existing tests and inventories. Project staff developed the following products: Job Seeking and Job Keeping: An Annotated Bibliography,'' A User's Guide to Selected Published Tests in Career Education and Career Guidance,'' Employability: Review and Survey,'' Employability Inventory,'' Employability Inventory: User's Guide,'' and an Employability Inventory: Findings and Analyses.'' (CSS)

ED 164 992 CE 019 678

Hartz, John D. And Others

The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability: Review and Survey.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.-215
Pub Date-Mar 78
Grant-G007604945
Note-133p.; For related documents see CE 019 677 and CE 019 680-681
Available from-Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($3.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Annotated Bibliographies, Career Choice, Career Planning, *Employer Attitudes, *Employment Qualifications, *Graduate Surveys, *Interpersonal Competence, Job Applicants, Job Development, Job Placement, Job Search Methods, Job Skills, Literature Reviews, Occupational Choice, Postsecondary Education, School Personnel, *School Surveys, Success Factors, Systems Approach, *Tenure, Work Attitudes

This publication contains a summary of the literature and research review conducted in order to identify personal/social skills and characteristics important to getting and keeping jobs. Also included are the results obtained from surveys conducted with employees who were graduates of postsecondary vocational technical programs, employees who hire postsecondary vocational graduates, and postsecondary vocational school staff responsible for assisting graduates in obtaining placements. The combination of the literature and research review and the surveys provide the basic data used in the construction of an employability inventory, an instrument designed to assess personal/social skills important for job acquisition and retention. Appendixes contain (1) an annotated bibliography on job seeking and job keeping, (2) forms for the former student survey, employer survey, and school staff survey, and (3) personal, interpersonal, and social skills identified in the literature search for desirable worker characteristics. (The employability inventory is included in CE 019 681.) (CSS)

ED 164 993 CE 019 680

Wong, Eleanor Smisko, Barbara

A Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. A User's Guide to Selected Published Tests in Career Education & Career Guidance.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007604945

Note-84p.; For related documents see CE 019 677-78 and CE 019 680-681

Available from-Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin 53706 ($3.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Career Choice, *Career Development, Career Education, Career Planning, Decision Making, Elementary Secondary Education, Industrial Personnel, Interest Tests, Interpersonal Competence, Job Applicants, Job Placement, Job Search Methods, Job Skills, *Measurement, *Personality Assessment, Postsecondary Education, Questionnaires, Student Attitudes, *Student Evaluation, Test Reliability, *Test Reviews, *Test Selection, Test Validity, Vocational Education, Vocational Maturity, Work Attitudes

This handbook contains a synopsis of the technical data on a variety of tests and inventories used in career assessment. The test abstracts provided include a description of the components of the tests, norms used, coefficients of reliability and validity, and the advantages of uses of the tests. The tests are grouped in three categories: (1) career/vocational education, (2) personality inventories, and (3) measurement inventories relevant to industrial settings. This publication also contains an index of the various publishing firms and addresses from which materials can be ordered. (For related documents see CE 019 677, CE 019 679 and CE 019 681.) (CSS)

ED 164 994 CE 019 681

Hartz, John And Others

The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability Inventory: Findings and Analyses.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007604945
Note-453p.; For related documents see CE 019 677-78 and CE 019 680
Available from-Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($12.00)
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-*Adult Vocational Education, Business Education, Employees, Employment Qualifications, Females, Graduate Surveys, Industrial Education, *Interpersonal Competence, Interpersonal Relationship, *Job Applicants, Job Search Methods, *Job Skills, Males, Rural Population, Student Evaluation, Systems Approach, Task Analysis, Technical Education, Tenure, Test Construction, Test Results, Underemployed, Unemployed, Urban Population, Work Experience
Identifiers-Wisconsin

This report consists of a background and discussion of the methods used to design the employability inventory as well as results obtained from field testing it with graduates from and current students at two postsecondary vocational technical institutions in Wisconsin. Results obtained are reported in number and percentage distribution tables along with results of statistical procedures used in analyzing reports. Analyses presented consist of comparisons between various groupings of the field test subjects. Graduate subjects are grouped and compared according to employment status, program area completed, rural or urban locale, sex, and experience (age). Comparisons are also made between the responses of current students and those of successfully employed graduates from the same general programs. The report concludes with a discussion of the findings, suggestions for further research, and possible implications for practitioners. Appendixes contain samples of the employability inventory and correspondence concerning the inventory. (CSS)

ED 164 995 CE 019 689

Farning, Max Borden, Sally

Determining and Validating Barriers to Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-78

Note-159p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Access to Education, Admission (School), *Adult Vocational Education, Conflict Resolution, Consortia, *Decision Making, Educational Demand, *Enrollment Influences, Financial Problems, *Information Dissemination, Information Needs, Student Attitudes, Student Costs, Surveys, *Technical Education

Identifiers-Wisconsin

A consortium of five Wisconsin Vocational, Technical, and Adult Education (VTAE) Districts (Gateway, Indianhead, Mid-State, Milwaukee, and Southwest) were utilized to identify, verify, and alleviate barriers to enrollment. A VTAE survey in 1976 identified six major reasons for individuals' failing to attend school after indicating an interest in doing so: postponement of schooling, need to earn money, inability to decide, finding a permanent job, lack of financial aids, and transportation problems. Each district conducted a 1977 survey to verify and/or identify barriers. Most verified that inability to decide'' was a major factor in not attending a VTAE school. Gateway District used intervention techniques/no intervention to test the effects of increased information on student's decision to attend. The control group (no intervention) surprisingly had the highest percentage registration. Indianhead District reported that instructor contact and school mailings

reduced "no shows." Mid-State District discovered that the percentage of those attending at a later date could be increased 1% by informational mailings. Unlike the 1976 survey, the Milwaukee District survey found the most important reason for not attending was acceptance at another school. The Southwest District survey showed that job security, need for money, career indecisiveness, and program difficulties were main enrollment barriers. (CSS)

ED 164 996 CE 019 702

Andrew, Dean C.

A Model for Vocational Education Program Development in Entrepreneurship. Evaluation Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-7 Jun 78

Contract-G007603753

Note-79p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Adult Education, Adult Educators, Business Administration, *Business Education, *Curriculum Development, Information Dissemination, Instructional Design, Job Skills, Job Training, Learning Modules, Models, Objectives, Performance Criteria, Pilot Projects, Program Content, *Program Development, *Program Evaluation, Staff Improvement, Systems Development, Tables (Data)

Identifiers-Arkansas, *Small Businesses

The overall purpose of this project was to expand the vocational education curriculum to provide adults with entrepreneurial competencies which will facilitate self-employment. More specifically, the project goals were to (1) develop and implement modules of instruction in entrepreneurship for adults in self-employment and potential entrepreneurs; (2) develop a staff development program for adult educators; (3) develop and implement a communication system which will provide more visibility to occupational training for adults; and (4) coordinate realistic training experiences in entrepreneurship. (Objectives are stated in performance terms in the narrative of the project.) Twelve modules were developed which adequately cover the entire spectrum of small business ownership. Content specialists developed technical content materials for the selected entrepreneurial modules. A selection of on-site teams pilot tested the materials. Staff development activities included three seminars and a two week workshop. The project culminated with self-contained instructional modules in the identified areas of entrepreneurship and media for maximizing vocational technical education for adults. Overall evaluation results indicated that the modules were successfully developed and widely accepted among state and local adult and vocational educators. (Evaluation design summary charts are appended.) (Author/CT)

ED 164 997 CE 019 707

Pyle, Robert B. Cook, Susan E.

A Proposal for the Development and Field Testing of a Computer-Managed Delivery System for Improving the Inservice Training of Vocational School Personnel within Their Respective School Setting. Final Report.

Delaware Univ., Newark. Coll. of Education.; North Carolina Agricultural and Technical State Univ., Greensboro.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-1 Jul 78

Grant-G007701163

Note-48p.; Not available in hard copy due to light print in the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Course Content, Delivery Systems, Educational Needs, Field Studies, *Individualized Instruction, Input Output, *Inservice Teacher Education, Instructional Improvement, Instructional Materials, Learning Modules, Lesson Plans, Models, *Performance Based Teacher Education, Program Proposals, Safety, School Location, Teacher Certification, Vocational Education, *Vocational Education Teachers

A project studied the feasibility of delivering instructional modules via a computer-managed instructional system for preparing and certifying inservice vocational education teachers. The project developed a computer-based system to deliver and manage instructional modules, developed and field tested twenty instructional modules, and developed a procedure for evaluating the effectiveness and efficiency of individual performance-based modules as delivered by a computer-based system. The project served fifteen inservice vocational education teachers and attempted to meet project objectives by (1) utilizing performance-based teacher education modules stressing individualized instruction via a computer-managed system, (2) utilizing advisement processes that will be improved by setting aside blocks of time at each vocational education setting, (3) developing performance-based modules to limit time spent in a North Carolina A&T State University classroom and increase course-content meaningfulness in meeting inservice needs of teachers in their unique setting, and (4) reducing class meetings through independent studies aided by instructional modules and on-site instructor observations. The project demonstrated that it was feasible to develop a computer-managed instructional system that can individualize instruction for students and provide activities consistent with professional course requirements. (Author/CSS)

ED 164 998 CE 019 710

Larson, Carl H.

Analyze the Potential and Demonstrate Components of an Experience Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools. Final Report.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Note-15p.; For related documents see CE 019 711-720
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Education, Demonstration Projects, *Educable Mentally Handicapped, *Experiential Learning, Individualized Instruction, Learning Activities, Program Descriptions, Program Development, Reference Materials, Secondary Education, Work Experience Programs
Identifiers-Final Reports, Iowa

An exemplary project was initiated in March of 1977 as a jointly operated project with Arrowhead Area Education Agency 5 and Iowa Central Community College. The purpose of the effort was to analyze the potential and demonstrate the components of the Experience-Based Career Education Appalachia Education Laboratory (EBCE-AEL) model for mildly mentally disabled secondary students. The project included establishing procedures, editing and rewriting component parts, and developing experience sites, inservice training, implementation, and evaluation in all phases. Program components include the following: Cross-Reference Catalogs in Personal/Social Skills, Math, Career Education, and English/Communication (CE 019 711-714); Student Career Guide (CE 019 715); a Resource Person's Guide (CE 019 719) and a Learning Coordinator Guide (CE 019 720). (Other related documents include Experience Site Learning Guides CE 019 717 , and the Formative Evaluation Plan CE 019 716 .) (JH)

Experience Based Career Education for Mildly Mentally Disabled. Personal/Social Skills Cross Reference Catalog.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-275p.; Not available in hard copy due to reproducibility problems; For related documents see CE 019 710-720
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Education, Career Planning, Catalogs, *Educable Mentally Handicapped, *Experiential Learning, Fundamental Concepts, *Individual Development, Individualized Instruction, *Interpersonal Competence, *Learning Activities, Reference Materials, Secondary Education, Work Experience Programs

This personal/social skills cross reference catalog for experience-based career education is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning-center resources needed, and learning activities. (Subjects of the other three cross-reference catalogs are math CE 019 712 , career education CE 019 713 , and English/communications CE 019 714 . A description of the project that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 000 CE 019 712

Experience Based Career Education for Mildly Mentally Disabled. Math Cross Reference Catalog.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-196p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 710-720
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Education, Career Planning, Catalogs, *Educable Mentally Handicapped, *Experiential Learning, Fundamental Concepts, Individualized Instruction, *Learning Activities, *Mathematics, Reference Materials, Secondary Education, Work Experience Programs

This experience-based career education cross-reference catalog for mathematics is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning-center resources needed, and learning activities. (Subjects of the other three catalogs are personal/social skills CE 019 711 , career education CE 019 713 , and English/communications CE 019 714 . A description of the project that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 001 CE 019 713

Experience Based Career Education for Mildly Mentally Disabled. Career Education Cross Reference Catalog.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-230p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 710-720
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Education, Career Planning, Catalogs, *Educable Mentally Handicapped, *Experiential Learning, Fundamental Concepts, Individualized Instruction, *Learning Activities, Reference Materials, Secondary Education, Work Experience Programs

This experience-based career education cross-reference catalog for career education is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning-center resources needed, and learning activities. (Subjects of the other three catalogs are personal/social skills CE 019 711 , math CE 019 712 , and English/communications CE 019 714 . A description of the project that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 002 CE 019 714

Experience Based Career Education for Mildly Mentally Disabled. English/Communications Cross Reference Catalog.

Iowa Central Community College, Fort Dodge.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date-78

Note-202p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 710-720

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Career Education, Catalogs, *Communication Skills, *Educable Mentally Handicapped, *English Instruction, *Experiential Learning, Fundamental Concepts, Individualized Instruction, *Learning Activities, Reference Materials, Secondary Education, Work Experience Programs

This experience-based career education cross-reference catalog for English/communication is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning center resources needed, and learning activities. (Subjects of the other three catalogs are personal/social skills CE 019 711 , math CE 019 712 , and career education CE 019 713 . A description of the project that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 003 CE 019 715

Experience Based Career Education for Mildly Mentally Disabled. Student Career Guide.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-112p.; For related documents see CE 019 710-720
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Career Education, Career Exploration, *Career Planning, Check Lists, *Educable Mentally Handicapped, *Experiential Learning, Individualized Instruction, Learning Activities, Personal Interests, Secondary Education, Self Evaluation, Values, Work Attitudes, Work Experience Programs

This student career guide is designed to assist mildly mentally disabled secondary students to examine personal characteristics and to relate these to various work placements. Following a brief overview of the guide (section I), section II contains four feedback activities designed to allow students to explore their preferences in work situations and to compare the on-site experience with presite activities and academic work. There is a chart for relating school subjects and occupations through worker trait groups, a work activity checklist, a work situation checklist, and an aptitudes assessment exercise. Section III explores sixteen values in relation to the world of work. Provided are two exercises, one to be completed during orientation and the other while at a site placement. Section IV is composed of twelve experience-site placement activities dealing with types of businesses, preferences for ideas, people, or things, physical conditions, finding work, adaptive skills, physical demands, education and training, occupational mobility, work benefits, labor unions, and sex roles. A site-placement log is also provided to record the results of the activities. Section IV provides ongoing summary activities to be completed after each site placement and an end-of-the-year assessment. (Other guides within the program are Formative Evaluation Plan CE 019 716, Experience Site Learning Guides CE 019 717, Student Program Guide CE 019 718, Resource Person's Guide CE 019 719, and Learning Coordinator Guide CE 019 720. A description of the project that produced these materials is available in the final report CE 019 710.) (JH)

ED 165 004 CE 019 716

Experience Based Career Education (MD). Formative Evaluation Plan.
Appalachia Educational Lab., Charleston, W. Va.; Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-60p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 710-720
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Data Collection, *Educable Mentally Handicapped, Evaluation Methods, *Experiential Learning, *Formative Evaluation, Interviews, Measurement Instruments, Program Evaluation, Questionnaires, Secondary Education, Work Experience Programs

This guide describes the types of instruments to be used in the evaluation of Iowa's experience-based career education (EBCE-MD) project for mildly mentally disabled secondary students. Part I provides an overview of the formative evaluation data required for project operation. Copies of various instruments are included (instructor questionnaire, student interview, principal and local board member questionnaire, and EBCE student end-of-year questionnaire). Part II pertains to the formative evaluation of project staff. Provided are an overview of data requirements and a resource person questionnaire. Part III provides an overview of evaluation data requirements for EBCE-MD students. Instruments pertaining to student evaluation include an employer evaluation of students, a nine-week evaluation form, and a parent opinion survey. Finally, section IV describes the project log in which the three types of data are to be summarized and stored. (Other guides in the program are Student Career Guide CE 019 715 , Experience Site Learning Guides CE 019 717 , Student Program Guide CE 019 718 , Resource Person's Guide CE 019 719 , and Learning Coordinator Guide CE 019 720 . A description of the project that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 005 CE 019 717

Experience Based Career Education for Mildly Mentally Disabled. Experience Site Learning Guides.

Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-42p.; Not available in hard copy due to reproducibility problems. For related documents see CE 019 710-720
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Educable Mentally Handicapped, *Experiential Learning, Individualized Instruction, Job Skills, *Learning Activities, Program Guides, Secondary Education, Task Analysis, *Training Laboratories, Work Experience Programs

Provided are samples of three experience-based career education (EBCE) experience-site learning guides. Each sample is organized into four basic parts. The first part describes the nature of the site (e.g., name of site, address, lunch arrangements, special regulations). The second part gives a brief description of the different sections of the experience site (e.g., bookkeeping, pricing, installation). The third part provides information about the resource person (RP), including job title, number of students the RP can handle at one time, and special kinds of possible involvements with students that the RP can expect. The fourth part gives a brief description of each RP's job in task-statement form. General activities are identified regarding what a student could do while placed with each RP. These general activities are categorized as to whether the student may only observe, perform with no prerequisites, or perform with specified prerequisites. The fourth part also describes specific skills areas in which the student would become involved. (Other guides in this program are Student Career Guide CE 019 715 , Formative Evaluation Plan CE 019 716 , Student Program Guide CE 019 718 , Resource Person's Guide CE 019 719 , and Learning Coordinator Guide CE 019 720 . A description of the program that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 006   CE 019 718

Experience Based Career Education for Mildly Mentally Disabled. Student Program Guide.

Iowa Central Community College, Fort Dodge.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date-78

Note-219p.; Not available in hard copy due to reproducibility problems; For related documents see CE 019 710-720

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Aptitude, *Career Education, *Career Planning, Course Descriptions, *Educable Mentally Handicapped, *Experiential Learning, Individualized Instruction, Matrices, Records (Forms), Secondary Education, Vocational Interests

This student program guide is designed for mildly mentally disabled secondary students in experience-based career education programs (EBCE). Section I provides a brief overview of the document. Section II contains four activities for use in determining career interests and aptitude; included is a chart for relating school subjects and occupations through work trait groups, a work activity checklist, a work situation checklist, and an aptitudes assessment summary. Section III contains a worker trait group (a comparison of kinds of work, work activities, and work situations) and a sample experience-site selection form. Section IV provides a sample form of an EBCE student program outline (basic student information, educational history and needs, a summary of courses, credits, and objectives chosen to meet needs, and a place for student and instructor signatures). Section V contains sixteen EBCE course descriptions, including title, general content, examples of sites and activities which fit courses, and curricular areas related to each course. Section VI provides a course and interest matrix (sixteen EBCE courses are compared with the EBCE concepts, subconcepts, and interest areas). The concluding section includes a sample individual program management form to be used for student progress assessment and updating. (Other guides in the program are Student Career Guide CE 019 715 , Formative Evaluation Plan CE 019 716 , Experience Site Learning Guides CE 019 717 , Resource Person's Guide CE 019 719 , and Learning Coordinator Guide CE 019 710 . A description of the program that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 007 CE 019 719

Lewis, Marvin Forbes, Sherri

Experience Based Career Education for Mildly Mentally Disabled. Resource Person's Guide.

Iowa Central Community College, Fort Dodge.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date-78

Note-30p.; Photographs in this document may not reproduce well; For related documents see CE 019 710-720

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Career Education, *Educable Mentally Handicapped, *Experiential Learning, Guidelines, Human Resources, Secondary Education, Training Laboratories, Work Experience Programs

Identifiers-*Resource Staff

This guide is designed for people in the community who volunteer their time and work places for experience-based career education programs for mildly mentally disabled secondary students. The first section provides explanations of experience-based learning, resource persons, community explorations, student projects, and task analysis. The second section provides a brief checklist to be used for planning time with students. The third section discusses student expectations of resource persons, suggestions for what to say, and hints for being an effective resource person. The next section discusses a resource person's role in evaluating student learning and describes what four students gained from a community experience. Also provided is an interview with an experienced resource person. The concluding part contains questions and answers relating to resource persons (e.g., student behavior problems, child labor laws, and liability). (Other program guides are Student Career Guide CE 019 715 , Formative Evaluation Plan CE 019 716 , Experience Site Learning Guides CE 019 717 , Student Program Guide CE 019 718 , and Learning Coordinator Guide CE 019 720 . A description of the program that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 008 CE 019 720

Experience Based Career Education for Mildly Mentally Disabled. Learning Coordinator Guide.
Iowa Central Community College, Fort Dodge.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date-78
Note-308p.; For related documents see CE 019 710-719
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-*Career Education, *Educable Mentally Handicapped, *Experiential Learning, Individualized Instruction, Learning Activities, *Program Guides, Secondary Education, Work Experience Programs
Identifiers-*Learning Coordinators

This guide is designed for learning coordinators (L.C.) and counselors working with mildly mentally disabled secondary students in experience-based career education programs (EBCE). Part I, Orientation (to be used with Student Program Guide, CE 019 718), contains seven sections: determining career interests and aptitudes, identifying worker trait groups and selecting experience sites, EBCE curriculum and student program outline, evaluating basic skills and academic needs, choosing EBCE courses, building EBCE courses, and creating and evaluating activity sheets. Part II, Implementation (to be used with Student Career Guide, CE 019 715), contains four sections: feedback activities, values and the world of work, experience-site placement activities, and career growth (ongoing activities). The third and final part, Assessing, Reporting, and Evaluation (to be used with Student Career Guide), consists of four sections: student program assessment and updating, experience-site maintenance and liaison, logistics and liaison, and evaluation. (Other program guides are Student Career Guide CE 019 715 , Formative Evaluation Plan CE 019 716 , Experience Site Learning Guides CE 019 717 , Student Program Guide CE 019 718 , and Resource Person's Guide CE 019 719 . A description of the program that produced these materials is available in the final report CE 019 710 .) (JH)

ED 165 009 CE 019 724

Apprenticeship and You.

Ontario Ministry of Colleges and Universities, Toronto.
Pub Date-Sep 78
Note-22p.; Not available in hard copy due to small print in the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Admission Criteria, *Apprenticeships, Auto Mechanics (Occupation), Building Trades, Certification, Educational Background, Employment Qualifications, *Job Skills, *Minimum Wage, Occupational Information, Program Descriptions, Program Guides, *Program Length, Service Occupations, Skilled Occupations, *Trade and Industrial Education, Work Experience Programs

This booklet on Ontario (Canada) apprenticeship programs describes regulated and non-regulated trades in the following four categories: (1) construction, (2) industrial, (3) motive power, and (4) service. The introductory section covers what apprenticeship is, educational requirements, credits for academic and skill achievements, finding an employer, and certification. The remainder of the booklet covers from thirteen to twenty-one trades within each of the four trade categories and for each trade includes the following: education requirements, length of training program, minimum wages, duties and skills, and other information (includes dates that regulation and certification became effective). Some representative trades included under each of the four categories respectively are as follow: (1) brick and stone mason, construction boilermaker, electrician, general carpenter, and lineman; (2) general machinist, mold maker, tool and die maker, chemical plant operator, and patternmaker; (3) alignment and brakes mechanic, farm equipment mechanic, motor vehicle mechanic, service station attendant, and small engine mechanic; and (4) baker, barber, dry cleaner, hairdresser, and butcher. A list of miscellaneous non-regulated trades is attached. (EM)

ED 165 010 CE 019 735

Easley, Edgar M.

Urban-Rural Education: Relieving the Tension''.

Human Resources Research Organization, Carmel, Calif.

Pub Date-26 Oct 78

Note-14p.; Paper presented at the National Association of Public Continuing Adult Education (Portland, Oregon, October 26, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adjustment (to Environment), *Adult Education, Blacks, Counseling, Curriculum, Educational Administration, Educational Attitudes, Instruction, Measurement, Migrant Education, *Migrants, Program Planning, Rural Education, *Rural to Urban Migration, *Rural Urban Differences, Self Esteem, Skill Development, Social Relations, Testing, Transfer of Training, *Urban Education

As part of a panel on rural education, Dr. Edgar M. Easley spoke on the topic Urban-Rural Education - Relieving the Tension''. Based on findings from literature of adult migration to urban areas, Dr. Easley stated the following implications for adult education teachers and administrators: (1) that the tension found in rural migrants related to adult education is personal, and in great measure attitudinal; (2) there are four areas in which tension can be reduced: curriculum, counseling, social interaction, and support services; (3) studies indicated much of the beliefs about rural-urban transition is myth or half-truths; (4) more data is available on comparisons of rural and urban blacks than other ethnic groups; (5) implications can be drawn from the data relative to program planning; (6) some data is inconclusive and does not provide a definite answer to questions posed; (7) the key to relieving the tension in rural migrants is adaptation, rather than novel or segregated programs for rural migrants; (8) administrative concerns do not appear to be as important as instructional concerns; and (9) future studies should investigate the following areas of concern: curriculum, reliable tests and measurements, transfer of skills programs, and self-esteem enhancement. (Author/CT)

Fish, Mary
Income Inequality and Employment. R&D Monograph 66.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Grant-DOL-21-01-77-14
Note-67p.; Table 1 will not reproduce well due to small print
Available from-Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W., Washington, D.C. 20213
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Blacks, Caucasians, Dependents, Economically Disadvantaged, *Economic Change, Economic Factors, *Educational Programs, Employees, *Employment Programs, Equal Opportunities (Jobs), Females, Job Placement, Labor Force, Labor Force Nonparticipants, *Low Income, Males, *Mobility, Motivation, Occupational Mobility, Poverty Programs, Poverty Research, Social Mobility, Unemployed, *Welfare Recipients, Welfare Services, Work Attitudes, Work Experience, Working Women
Identifiers-United States

This monograph is a review and analysis of over fifty research and development projects sponsored by the Office of Research and Development which have dealt with welfare recipients and the low-wage employed. The author examines the process by which welfare recipients move into the employed ranks and the extent to which this is accomplished through participation in employment and training programs. It is pointed out by the author that women receiving Aid for Families with Dependent Children (AFDC) fall into three groups: about 10% who are on welfare most of their working years, about 40% who fluctuate between low-income employment and welfare, and about 50% temporarily on welfare because of circumstances. A significant reported finding is that AFDC mothers with the highest education and recent work experience leave welfare more readily than other mothers. In addition, about half of the children of welfare households move out of poverty. According to the author, people move off welfare when they find jobs to enable them to achieve a higher living standard than welfare provides. Studies reviewed by the author demonstrate that 47% of the low-income people employed may remain poor, 25% may be out of poverty most of the time, and 28% may be out of poverty about half of the time. (CSS)

ED 165 012 CE 019 781

DiPaola, Elizabeth Ann

Be a Smart Consumer.

Marie H. Katzenbach School for the Deaf, West Trenton, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-Oct 78

Note-247p.; Parts marginally legible due to light print

Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($6.50, plus postage)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-*Consumer Education, Credit (Finance), Curriculum Guides, *Deaf, *Decision Making Skills, Educational Objectives, Financial Services, Learning Activities, *Legal Education, *Merchandise Information, *Money Management, Program Content, Purchasing, Taxes, Vocabulary

Identifiers-Marie Katzenbach School for the Deaf

This book was prepared especially for the students of the Marie Katzenbach School for the Deaf as a one-year course in consumer education. The purpose of the book is to provide students with necessary information and skills to make wise decisions as consumers in the areas of realizing consumer values and goals; evaluating advertising; managing money to purchase food, clothing, shelter, and transportation; using labels; understanding taxes and laws; and using banks and credit. Each unit contains objectives, vocabulary words used in that section, and reading matter with illustrations. Review questions and supplementary activities are presented at the conclusion of lessons. The book contains a glossary for review of vocabulary words. (CT)

ED 165 013 CG 012 926

Gottfredson, Donald M. And Others

Classification for Parole Decision Policy.

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jul 78
Grant-75-NI-99-0004
Note-421p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 027-000-00688-4)
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors-*Criminal Law, *Decision Making, *Guidelines, Justice, *Models, *Parole Officers, Policy Formation, Program Descriptions, Program Development

The general purpose of this study was to develop and implement, in close collaboration with parole authorities in various states, improved procedures for parole decisions. A discussion of the general nature of the paroling policy or guideline models sought is presented, with emphasis on providing a means for repeated assessment and revision of policy. This is followed by the general methods used. Two types of guideline models were developed, called sequential and matrix models. The specific guidelines produced with the seven different jurisdictions are presented, utilizing the two general model types. Suggestions for guideline development based on experience in this study are presented, as is a discussion of differing models and of some moral issues that arise from the results of the project. The report is generally addressed to parole board members and others in leadership positions in the criminal justice system. (KA)

ED 165 014 CG 013 054

Easterly, Jean L. Meyer, David P.

Pipeline: An Employment and Training Simulation.

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-MDHES-10
Pub Date-Feb 78
Grant-DL-31-26-74-05
Note-36p.; For related document see CG013055
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Curriculum, *Delivery Systems, *Educational Games, *Employment Qualifications, Higher Education, *Job Skills, Organizational Effectiveness, Program Descriptions, *Simulation, *Skill Development, Training

This monograph is one of a series developed for curriculum in higher education which prepares personnel for employment in local, state, and regional levels of Employment and Training Administration programs of the U.S. Department of Labor. This publication describes a simulation game called Pipeline'' rather than a regular university course. The game is intended to represent major aspects of employability programs and to surface a number of issues related to the organization, management, and delivery of services in employment and training programs. The constraints of the game allow participants to assume ownership for their actions during the game, thereby assisting participants to locate problem areas and to pose solutions. At the end, participants move from a simulated setting to a better understanding of the real problems which exist within Employment and Training Programs. This document addresses the following topics: an overview of development and employability programs, simulation of the employability system, game preparations, rules, game facilitator's responsibilities, and debriefing. (Author/JLL)

ED 165 015 CG 013 055

Meyer, David

Employability Development. A Higher Education Training Monograph.

Manpower Development Higher Education System (MDHES), Oakland Univ., Rochester, Mich.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No.-MDHES-12
Pub Date-Sep 78
Grant-DL-31-26-74-05
Note-58p.; For related document see CG013054
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Career Development, Counseling, Decision Making, *Delivery Systems, Employment Counselors, *Employment Qualifications, Guides, Higher Education, *Job Skills, *Occupational Guidance, *Program Planning, Skill Development

This monograph, produced by the Manpower Development Higher Education System, is designed to lead service deliverers through a series of lectures, exercises, and demonstrations which will enable them to understand the essentials of putting together an employability plan which is consistent with both the principles of human development and the limitations of program and labor market. Trainees should already possess fundamental interviewing, assessment, and relationship skills. The two-day training program contains an overview of the entire employability process through a simulation game. This is complemented by a series of activities which relate to the various aspects of employability planning such as assessment, job choice, and tracking of participant progress. Topics addressed include: work role as a personality modifier, decision making, assessment, behavior contracting, behavioral objectives, Goal Attainment Scale, and Employability Planning forms. (Author/JLL)

ED 165 016 CG 013 056

Beasley, Ruth A. Gebhard, Paul H.

Training Seminar, Health Professionals. Final Report.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Pub Date-20 Sep 78

Grant-T21-MH-14051

Note-144p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Delivery Systems, *Educational Programs, *Health Personnel, Health Services, *Mental Health, *Professional Continuing Education, Program Descriptions, *Program Planning, Seminars, *Sex Education, Sexuality, Training

This final report describes three 10-day training programs for health professionals which were conducted in 1975, 1976, and 1977. All included a mixture of general sex behavior information and special health and mental health topics, methods of presentation (e.g.; lecture, panel, audiovisual, etc.), and types of presentors (e.g.; researchers, service providers, service consumers, etc.). All three programs included an optional two-day attitude reassessment workshop. Each successive program was altered in accordance with two main sources of suggestions - - the evaluations of the participants in the preceding program, and recommendations of staff members concerning trends in public interest, new research findings, and reports from other training programs. The model'' program [illegible] therefore, three programs offered one time each to three different groups of participants. A training the trainers'' effect is described. Project implications important to planners of training programs in human sexuality are drawn together in a set of guidelines. All materials developed for the project are included. (Author/JLL)

Zeiss, Antonette M. Zeiss, Robert A.

Sex Differences in Initiation of and Adjustment to Divorce.

Pub Date- 76
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adjustment Problems, *Divorce, Family Problems, *Marital Instability, Marital Status, *Marriage, Research Projects, *Sex Differences, Suicide

Men and women were randomly chosen from courthouse divorce files. After initial contact by mail and by phone, those who agreed were mailed questionnaires developed to assess adjustment to divorce and to obtain information about the nature of divorce. Of those sent questionnaires, 44% completed and returned the assessment; the total sample consisted of 133 subjects. A sex difference in decision to separate was found, with both men and women reporting that the decision had been the woman's. Women showed better adjustment than men on a divorce adjustment scale. In addition, women reported significantly fewer suicidal feelings than males. However, males had significantly lower factor scores on the Profile of Mood States for tension and on the Semantic Differential for stability. Other Profile of Mood States and Semantic Differential measures did not reveal significant sex differences. (Author)

ED 165 018 CG 013 058

Ballmer, Helene Cozby, Paul C.
Family Environments of Women Who Return to College.
Pub Date- 76
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adjustment (to Environment), Family (Sociological Unit), *Family Environment, *Family Role, *Females, *Married Students, *Parent Role, Research Projects, *Student Role, Womens Education

The purpose of this study was to investigate the nature of the family environment of women who have shifted from the role of wife/mother to that of wife/mother/student. The Moos Family Environment Scale and the Locke-Wallace Marital Adjustment Scale were utilized. Subjects were 39 married couples in which the wife was a returning college student and 39 couples in which the wife was primarily a homemaker. The results indicated that the families of women returning to college differed from the families of nonreturnees on a number of dimensions, suggesting both positive and negative aspects of the wife's returning to school. Such findings could have implications for counseling women who are returning to college. The need for longitudinal studies to determine the impact on the family created by a woman's return to school is suggested. (KA)

ED 165 019 CG 013 059

Chandler, Anne L. Weinstein, Harold P.
Teaching Placement: An Interactional Model.
Pub Date- 78
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Inservice Education, *Inservice Programs, *Job Placement, Models, *Rehabilitation Programs, *Teaching Models, *Vocational Rehabilitation, Work Environment

A three-part model is presented which has been developed for use in teaching a basic course in placement as a component of the rehabilitation process. Its primary foci are the interaction of traditional treatment strategies, placement as a process, and the concept of the client in the environment. The model allows for the presentation of a variety of theoretical and practical aspects of placement, as well as for the critical analysis of specific strategies in an organized manner. This permits students to maximize their assimilation of the information. Adaptation of the teaching model to systems other than rehabilitation and to inservice training programs for agencies and facilities is also discussed. (Author)

ED 165 020 CG 013 060

Seiquist, Jack

A Learning Community at West Valley College; A Videotaped Application of Rogerian Theory; Learning Theory and Applications.

Pub Date-30 Aug 77
Note-49p.; Master's Thesis, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Communication Skills, *Group Counseling, Group Dynamics, Group Instruction, *Individual Development, *Instructional Media, *Interpersonal Competence, Interpersonal Relationship, Junior Colleges, *Personal Growth, Practicums
Identifiers-*Rogers (Carl)

This practicum describes a videotaped growth group/learning community experience designed and facilitated by a counselor as a practical application of Carl Rogers' theory on encounter groups. The goal was to increase students' interpersonal effectiveness. The purpose of the practicum was fourfold: (1) to form a learning community and videotape three group meetings as part of the learning strategy; (2) to apply Rogerian theory; (3) to evaluate student response, learning, and growth; and (4) to produce a demonstration videotape (edited from the three videotapes) to illustrate the learning community experience. A total of 12 meetings (one per week) were held. Videotapes were used for feedback. After the last meeting, each student filled out an evaluation questionnaire. On the whole, students reported that they were reasonably satisfied with the experience. They stated that they had gained new communication skills or improved ones they already possessed. Students reacted favorably to the videotapes, feeling the experience was useful in modifying their behaviors, enhancing self-image, and increasing self-confidence. Recommendations for expanded implementation of the practicum are included. (Author)

ED 165 021 CG 013 061

Olson, Marsha S. Thomas, Patricia J.
Preenlistment Drug Experiences of Navy Women and Men; A Comparison.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-78-28
Pub Date-Aug 78
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Alcoholic Beverages, *Drug Abuse, *Enlisted Personnel, Females, *Individual Characteristics, Individual Differences, Lysergic Acid Diethylamide, Marihuana, *Military Personnel, Research Projects, *Sex Differences, *Surveys

The purpose of this study was to replicate, with female respondents, a 1975 survey of male preservice substance abuse and its correlates. The Navy's Drug Experiences Questionnaire was administered to 519 women in June 1976. Responses were compared to those of the 1975 male sample. Results showed that female and male preservice drug experiences were similar. No significant differences were found in the proportions of female and male (49.8 vs. 47.0%, respectively) nondrug users, marihuana-only users (22.2 vs. 25.8%), and other drug users (28.0 vs. 27.2%). Significantly more men than women were found to have used hallucinogens, and frequency of drunkeness during the previous year was significantly higher for men than for women. The relationships between substance abuse and racial or ethnic membership, age, high school grades, level of education, geographic origin, size of hometown, and preservice delinquency were similar for both sexes. Despite the finding that patterns of preservice substance abuse of women and men entering the Navy are similar, it is difficult to predict what effect the enlistment of more women will have on the service's drug problems.

Further research with samples of both sexes to determine the extent of substance abuse during the first enlistment is recommended. (Author)

ED 165 022 CG 013 063

Gibbs, Jewelle Taylor

The Interpersonal Orientation in Mental Health Consultation: Toward a Model of Ethnic Variations in Consultation.

Pub Date-Apr 78

Note-21p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Biracial Elementary Schools, *Consultants, *Consultation Programs, *Cultural Differences, Cultural Interrelationships, Elementary Education, Elementary School Counselors, Ethnic Stereotypes, *Interpersonal Competence, Interpersonal Relationship, *Mental Health Programs, Models, State of the Art Reviews

This paper, based on a mental health consultation project in an inner city elementary school, examines the process of consultation in a biracial organization and advances four propositions about the interactions: (1) that there are black-white differences in orientation to the consultant-consultee relationship; (2) that these differences are along the dimension of interpersonal vs. instrumental competence; (3) that these differences have significant implications for the effectiveness of the consultation process itself; and (4) that ethnic differences in orientation to consultation can be generalized to other interpersonal transactions between blacks and whites. Some of the specific problems associated with consultation in biracial situations are discussed, such as mutual stereotyping, mutual mistrust, and problems of interpreting communication and social behavior. "Critical incidents" are presented to illustrate these problems. Finally, a model of interpersonal orientation-interpersonal competence in mental health consultation is proposed. This model is an effort to conceptualize both the stages and the themes involved in the consultation process. (Author)

ED 165 023 CG 013 064

Hearing and Briefing Before the Subcommittee on International Organizations and on International Development of the Committee on International Relations, House of Representatives, Ninety-Fifth Congress, Second Session. International Women's Issues.

Congress of the U.S., Washington, D.C. House.
Pub Date-8 Mar 78
Note-159p.; Parts may be marginally legible due to small and light print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Civil Liberties, Committees, *Development, Federal Legislation, Females, *Feminism, Hearings, *International Organizations, *International Programs, *World Affairs
Identifiers-*Congress 95th

This document is comprised of the hearing and briefing on International Women's issues before the Subcommittees on International Organizations and International Development of the Committee on International Relations, House of Representatives, 95th Congress. The purpose of the joint session was to explore the administration's request for the United Nations Decade for women, and to investigate the United States Agency for International Development (USAID) request for women in development. An additional purpose was to gain a better understanding of the reasons why it is important to consider the situation of women in relation to international human rights and to multilateral and bilateral international development efforts. Testimony from administration representatives and public witnesses focuses upon such issues as women in decision-making positions in the U.N. Secretariat, the division of male/female employees in the Policy Planning Office at AID; the situation of women in development, and other aspects of the U.N. Decade for Women. (KA)

ED 165 024 CG 013 066

Ernst, Nora S.

A Comparative Study of Handicapped and Nonhandicapped School Dropouts.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Dropout Characteristics, *Dropout Problems, Dropout Research, *Handicapped Students, Individual Characteristics, *Mentally Handicapped, *Potential Dropouts, Research Projects, Secondary Education, Student Alienation

Certain aspects of the dropout problem, specifically the relationships between certain characteristics of handicapped and nonhandicapped dropout populations, were examined. A group of eight school districts which had special education projects funded through the Texas Education Agency participated in data collection of demographic variables and interviews of dropouts. Results revealed several distinct differences between handicapped and nonhandicapped dropouts in the sample. Of the characteristics of the handicapped group, three of the most distinct were failure to make the junior-to-senior-high-school transition, lack of future plans, and more positive views of the educational system. Suggestions for utilizing these differences in educational decision making are made, including earlier identification of potential dropouts in order to provide remediation and/or intervention programs, and provision for exit counseling and career awareness for all dropouts. (KA)

ED 165 025 CG 013 082

Gerber, Dan I. Snow, David L.

Interorganizational Dynamics in the Development of a School Consultation Program.

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrator Attitudes, *Change Strategies, *Consultation Programs, Exceptional Child Services, Guidelines, Human Services, Mental Health Clinics, *Mental Health Programs, *Organizational Development, Prevention, Professional Services, *Schools

The development of community mental health center (CMHC) school consultation programs is analyzed within an interorganizational framework. From the perspective of the CMHC, the school system can provide access to a large target population and bestow legitimacy to the CMHC's overall consultation program. From the school system's point of view, the CMHC can provide clinical resources and expertise. While CMHC consultants often wish to involve themselves in the analysis and modification of basic school system policies and practices, school personnel are likely to resist such non-clinical interventions. Strategies of consultation are suggested which maximize the opportunities of both parties to achieve their organizational goals and which improve the consultant's ability to become involved in policy areas where he or she has expertise. The analysis illustrates basic problems in the nature of the relationship between human service and educational organizations, problems which in part derive from the differing, but overlapping mandate each organization receives from society. (Author)

ED 165 026 CG 013 083

Crabtree, J. Michael Myers, Stanley B.

Use of the Personal Delivery'' System for Assessment of Drug and Alcohol Attitudes and Usage Patterns.

Spons Agency-Washington - Greene County Drug and Alcohol Planning Commission, Washington, Pa.

Pub Date-78

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Alcoholism, *Community Surveys, *Cost Effectiveness, *Data Collection, *Questionnaires, *Research Problems, Research Projects, Social Science Research

Identifiers-Drug Users

Community data concerning drug and alcohol usage patterns was assessed via a unique personal delivery'' system. The system, which can be used for collecting other community data produced a return rate of 45% and was very economical. This system largely overcomes the main drawback of the mailed questionnaire (low return rate) by (1) having questionnaire distributors establish rapport with the subject, (2) personally convincing the subject of the importance of the study, (3) getting a foot in the door'' with a personal commitment from the subject, and (4) giving the subject two different ways to return the questionnaire. Although the stress is on a data collection system, several brief summary tables are included to give an overview of the results that were collected. (Author/BN)

ED 165 027 CG 013 084

Beatty, James R.

Judgment Analysis as an Experiential Facilitator in Adult Education Settings.

Pub Date-19 Apr 78

Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Education Programs, *Adults, *Decision Making Skills, Educational Experience, Interaction Process Analysis, *Leadership Training, Peer Evaluation, Postsecondary Education, *Profile Evaluation, Program Descriptions, *Teaching Methods

The present paper describes the implementation of Judgment Analysis (JAN) as a useful experiential facilitator in the educational process. JAN first appeared in the literature in the early 1960's as a tool for capturing the decision-making policies of individuals. After individual policies are ``captured,'' the process groups individuals into existing homogeneous groups which are heterogeneous to other existing groups. As an example of the use of JAN as an experiential tool in the learning process, adult participants in an executive development program were asked to make decisions regarding a number of applicants for positions within a large organization. The applicants' profiles contained various measures of personality, aptitude, achievement, and demographic data. After the policies of the students were ``captured,'' students were given feedback as to which variables they were emphasizing in their decision-making process. They were also statistically grouped with other students who had similar policies, based on the JAN results. The students were then asked to compare their ``captured'' policies with the policies they perceived themselves as using and with policies of other students. The experiential exercise allows for exploration of decision policies, enhanced with personal involvement of participants. The process always generates enthusiasm and insights, and provides feedback to the students so that decisions can be monitored, evaluated, discussed, revised and re-evaluated. (Author/BN)

ED 165 028 CG 013 087

Nuttall, Ronald L. Nuttall, Ena Vazquez

Predicting Heroin and Alcohol Usage Among Young Puerto Ricans.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-Mar 78
Grant-5-R01-DA-00738-03
Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978); For related documents CG 013 088-090
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, *Alcoholism, Delinquent Identification, *Drug Abuse, *Drug Addiction, *Predictor Variables, *Puerto Ricans, Research Projects, Surveys
Identifiers-*Puerto Rico

Using 1968 data collected from junior and senior high school students in Bayamon, Puerto Rico, substance usage patterns for heroin and alcohol were predicted for 1975-6. A sample of 1,000 of the initial 5,000 students were selected for re-interview; half were selected to be at high risk of substance abuse and half were selected randomly. Some 657 young people were interviewed, and 130 parents were interviewed when the target young person was unavailable. A 17% prediction of the variance in heroin usage and 33% of the variance in alcohol usage were possible. Two quite different predictive patterns appeared. For the later heroin user, academic failure was the major predictor. Later heroin users tended not to be bothered by nervousness, not anxious about tests, to have parents who generally did not know what they were doing, and to be reserved rather than outgoing in their personality. Other variables predicting heroin usage were poverty, early money-earning, possible deafness, and a rural background. The later heavy alcohol user was most likely male, low on social desirability traits, and low on conscientiousness, but tending to be enthusiastic. Parents tended not to know what their child was doing, and academic achievement was lower than average. (Author/CKJ)

ED 165 029 CG 013 088

Nuttall, Ena Vazquez Nuttall, Ronald L.

Implications for Counseling Practice of the Puerto Rican Psycho-Social Precursors Study.

Pub Date-Mar 78

Note-15p.; Best copy available; Paper presented at the Annual Convention for the American Psychological Association (Toronto, Ontario, CANADA, August, 1978); For related documents see CG 013 087-090

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, *Alcoholism, Counseling Programs, *Delinquent Identification, *Drug Abuse, Intervention, *Predictor Variables, Prevention, *Puerto Ricans, Research Projects, *Screening Tests, Social Problems

Identifiers-*Puerto Rico

Experimental measures to identify individuals at high risk of drug use can be developed from study data. Negative side effects of identification efforts can be lessened or eliminated by the use of unobstrusive measures in the monitoring process. Regarding heroin use, different measures are suggested to monitor the following variables: academic failure indices, nervousness, parental lax discipline, test anxiety, sociability, poverty, earning money early in life, and hearing difficulties. Different ways of obtaining these measures are discussed. The prevention of alcohol use involves monitoring the following factors: gender, personality, parent-child relationships, academic performance, behavior patterns, financial status, and health. Different measures to use in obtaining these factors are presented. Other uses of the findings are suggested. (Author/CKJ)

ED 165 030 CG 013 089

Munoz, Raul A. And Others

Educational Variables and Drug Use Among Puerto Rican Adolescents.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-Mar 78
Grant-1-R01-DA-00738
Note-25p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978); For related documents see CG 013 087-090
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Aspiration, Adolescents, *Alcoholism, *Drug Abuse, *Educational Attitudes, Intervention, Low Achievers, *Occupational Aspiration, *Puerto Ricans, Research Projects, Screening Tests, *Sex Differences, Student School Relationship
Identifiers-*Puerto Rico

A longitudinal study of educational variables and drug use was conducted by interview with 635 young Puerto Rican adults. Half had been selected as representing a high risk'' population, half a normal risk'' population. Correlational analyses revealed that the use of all drugs was associated with a negative attitude toward school among both sexes. Academic performance was poorer for males who later had greater involvement with all drugs, but this effect was less consistent among the females. Inconsistent results for the two sexes were also observed on the effects of educational and occupational aspirations on drug usage. Discriminant function analyses, aimed at predicting drug preference from academic characteristics yielded significant functions for males, but not for females. Two significant functions found for males indicated that occupational aspirations were most discriminating among drug usage categories. (Author)

ED 165 031 CG 013 090

Haran, Elizabeth M. And Others

Health Characteristics as Precursors of Substance Abuse in Puerto Rican Adolescents.

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978); For related documents see CG 013 087-089

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adolescents, Behavior Patterns, *Delinquent Identification, *Drug Abuse, *Health, Hearing Loss, *Predictor Variables, *Puerto Ricans, Research Projects, Social Problems

Identifiers-*Puerto Rico

In a longitudinal study of precursors of drug usage, data collected in 1968 on health variables was related to substance usage patterns obtained in 1975-76. Some 657 young Puerto Ricans were interviewed for this study, drawn from a pool of about 5,000 questionnaired in 1968. The major findings were that the health factors associated with drug involvement were mainly those of habit and fatigability. Other factors which could be used as descriptors of specific substance users included sensory impairment and digestive problems as well as not having psychosomatic or mobility problems. The best predictors were found in the area of: habits, especially sleeping patterns; facial appearance; sense receptors (eyes, ears); mobility and activity restrictions; heart trouble; nervousness; and the taking of prescription medicines or pills. The highest number of associations as well as the best predictive ability was found in the marijuana and alcohol groups. The least amount of significant relations and predictors was found in the realm of heroin use. (Author)

ED 165 032 CG 013 091

Annotated Resource Guide for Alcohol, Tobacco and Other Drug Abuse/Misuse Prevention Education Programs. Elementary Level.

New York State Education Dept., Albany. Bureau of Drug Education.

Pub Date-78

Note-86p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Alcohol Education, Community Organizations, Drug Abuse, *Drug Education, *Educational Resources, Elementary Education, *Elementary School Guidance, *Instructional Materials, Mental Health Programs, Resource Guides, *Resource Materials

This booklet is intended to provide teachers with a selective list of instructional aids and resources for use in drug education programs. It provides some guidance in choosing, from the items listed, those to use at the local level. Items listed are: printed materials for children; audiovisuals for children; printed materials for teachers and parents; audiovisuals for teachers and parents; basic sources of information; and regional offices for community agencies. (BN)

ED 165 033 CG 013 092

Varenais, Kristina

Needs Assessment: An Exploratory Critique.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.-DHEW-OS-77-007

Pub Date-May 77

Note-61p.

Available from-Office of Planning and Evaluation, South Portal Bldg., Rm. 447-D, 200 Independence Ave., S.W., Washington, D.C. 20201

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Annotated Bibliographies, *Community Change, Community Surveys, *Data Collection, *Decision Making, Human Services, *Needs Assessment, Research Problems

This document deals with a common problem: the fact that ``needs assessment'' is often required by law and regulation, but there is little agreement on what the term means or what the process entails. The uses and definitions of the term ``needs assessment'' are examined and categorized along with the various methodologies which are ascribed to it. These categories include needs assessment: (1) as survey research; (2) as consumer demand analysis; (3) as a process of problem identification and diagnosis; (4) as policy priority setting, and (5) as other types of data or analysis. The bibliography presents abstracts of selected sources which tell the types of document, definition of ``need'', definition of ``needs assessment,'' methods of collection and analysis, other information, and comments or critiques of the literature. (BN)

ED 165 034 CG 013 093

Unamos Nuestros Esfuerzos (Let's Pull Together).
Miranda (L.) and Associates, Washington, D.C.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-326
Pub Date-76
Contract-ADM-281-75-0018
Note-17p.
Language-English; Spanish
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, *Alcohol Education, *Alcoholism, Bilingual Education, Community Organizations, Drinking, Educational Resources, *Family Problems, *Mexican Americans, Resource Materials

This publication was especially designed to inform Mexican-American, Puerto Rican, Cuban and other Hispanic families about drinking problems. Prepared by the National Institute on Alcohol Abuse and Alcoholism, the booklet provides short, simple texts in Spanish and English, which define alcoholism, list danger signals and discuss how to help the problem drinker and where to go for help. (BN)

Johnson, Deborah

In-Law Relations: A Research Note.

Pub Date-Oct 77

Note-41p.; Paper presented at the Annual Conference of the National Council on Family Relations (San Diego, California, October 12-15, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Attitude Tests, *Family Relationship, *Marriage Counseling, Questionnaires, Research Methodology, Research Projects, *Test Construction

Identifiers-*Johnson In Law Study

This study completed the initial stages in the development of the Johnson In-Law Attitude Scale, which is an instrument designed to measure attitudes toward one's family of in-laws, both before and during the marriage, and relationships with parents. A thorough review of literature relative to in-laws is included. The study revealed that the entire family of in-laws represents multifaceted and complex relationships which are not easily measured by a small number of items. It also pointed out the need for theory development. The paper explores the methodological considerations and implications of studying in-law relations in terms of the endless possibilities an individual has for in-laws. The attitude scale, while statistically reliable and valid, did not appear to be sensitive to individual family differences, composition, and special situations. The paper suggests alternative means of studying in-laws, as well as future implementation of the Johnson In-Law Attitude Scale. The use of the interview method, given adequate time and other resources, was suggested as a more controllable means of understanding and predicting in-law adjustment. (Author)

ED 165 036 CG 013 095

Candee, Daniel And Others
Moral Development and Life Outcomes. Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-NIE-6-74-0096
Note-116p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adjustment (to Environment), Attitudes, *Cognitive Processes, *Economic Status, *Ethical Values, Interpersonal Competence, *Job Satisfaction, Males, *Moral Development, Parent Role, Research Projects
Identifiers-Hollingshead Two Factor Index of Social Position

Individuals who differ in moral reasoning have been found not only to achieve different stations in life but also to have considerably different values and strategies by which they conduct their lives. The nature of individuals' life outcomes was measured in this study using the status of the person's job as well as both structured and open-ended questions dealing with attitudes toward job, marriage and parenting. It was concluded that persons at higher stages of moral development are more likely to hold higher-status jobs, but there is no evidence that they are more satisfied with them. In the realm of life attitudes, higher-stage men used discussion as a socialization technique in childrearing and valued independence in their children. One feature distinguishing the thinking of these individuals is the ability to see a situation from the perspective of another. This was most evident in their method of resolving marital conflict through role-taking. (BN)

ED 165 037 CG 013 096

Knowdell, Richard L.

The Implementation of a Career/Life Planning Program in an Industrial Setting.

Spons Agency-Department of Energy, Washington, D.C.
Report No.-UCAR-10009
Pub Date-5 May 78
Contract-W-7405-ENG-48
Note-8p.; Paper presented at the Annual Conference of the American Society of Engineering Education (Vancouver, British Columbia, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Career Change, *Career Development, *Employee Attitudes, *Industrial Personnel, Interpersonal Relationship, *Job Development, *Organizational Communication, Program Descriptions, Workshops

In 1975, Lawrence Livermore Laboratory implemented a Career/Life Planning Program for all employees. The program's aims are to assist employees in taking responsibility for their own careers, revive their creativity, and stimulate active career planning. The program is staffed by counselors with a combination of psychological and technical backgrounds. Components of the program include: individual career and life-transition counseling; a library of occupational and educational information; and a series of career planning workshops. One result of the workshops is the development of an individualized career strategy plan. Employees participating in the Career/Life Planning Program cluster into four areas: (1) those assessing how they are doing in their current careers; (2) those who are exploring or seeking alternate careers; (3) those who are seeking to improve interpersonal communications; and (4) those who are interested in personal growth. Participants' evaluations have been extremely favorable. Supervisors of over half of the participants have reported continuing long-term improvement in employee productivity, morale, and attitude. Through the Career/Life Planning Program, many of Lawrence Livermore Laboratory's employees have taken charge of their careers and become their own career managers.'' (Author)

ED 165 038 CG 013 097

Report from the Attorney General's Task Force on Domestic Violence.
Spons Agency-Ohio State Office of the Attorney General, Columbus.
Pub Date- 77
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Child Abuse, Counseling Programs, *Family Problems, Law Enforcement, *Legal Responsibility, *Social Problems, State of the Art Reviews, State Programs, *Violence
Identifiers-*Ohio

This report lists a series of recommendations for dealing with the widespread but largely undocumented problem of domestic violence. The efforts of the Task Force were concentrated in the area of mate abuse. Working committees examined prevention methods, legal safeguards and social services. Two subcommittees examined the special problems of child abuse and parent abuse. Recommendations deal with training of police officers, changes in the criminal code, social service assistance, education and social reform. The recommendations are intended to make the existing system more efficient, effective and equitable. (BN)

ED 165 039 CG 013 098

Larter, Sylvia FitzGerald, John

Study of Returning Students, Part 1; Some Descriptive Characteristics.

Spons Agency-Toronto Board of Education (Ontario). Research Dept.
Pub Date-Aug 78
Note-52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Dropout Identification, *Dropouts, Foreign Countries, Research Projects, Secondary Education, Sex Differences, *Student Characteristics, *Teenagers, *Urban Dropouts
Identifiers-*Ontario (Toronto), *Returning Students

A total of 1,150 returning students identified themselves in a questionnaire answered by 86% of all regular Toronto high school students. The results produced the following profile of the typical'' returning student. He is male (60%); dropped out of a Toronto school (75%); dropped out once (86%); dropped out at age 15, 16 or 17 (76%); dropped out of grades 9,10 or 11 (76%); is enrolled in grades 10, 11 or 12 (73%); dropped out of levels 4 or 5 in Ontario (77%); is enrolled in levels 4 or 5 (76%); and re-enrolled in the same school (64%). Also included are findings describing interesting points about eight subsets of returning students. The subsets were chosed according to characteristics obvious to the staff in the high schools sex, grade level, and school last left. (BN)

ED 165 040 CG 013 099

Adams, David B.
ARTEC: An Alternative to Institutionalization.
Pub Date- 77
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adolescents, Anti Social Behavior, Behavior Change, *Community Services, *Correctional Rehabilitation, *Delinquent Rehabilitation, Program Descriptions, *Residential Programs, Social Problems, *Special Education, *Youth Problems

For many years, social agencies and mental health professionals have been frustrated in their attempts to treat acting-out or delinquent youth. Proposed alternatives have usually resulted in minimal parental involvement in therapy and have also required that the adolescents leave their respective communities in order to be treated. The Adolescent Residential Treatment and Education Center, or ARTEC, in Salt Lake City, Utah, is one approach to this problem and preliminary research indicated that it is providing an effective and needed service to the people of Utah. By combining various therapeutic approaches with a special educational program, ARTEC has been able to demonstrate that behavioral change is possible and measurable in a residential treatment setting. (Author)

ED 165 041 CG 013 101

Peck, Julie L., Ed.

Rights and Responsibilities A Look Ahead. Proceedings of the Annual Meeting of the Western Gerontological Society (23rd Denver, Colorado).

Spons Agency-Western Gerontological Society, San Francisco, Calif.
Pub Date-Mar 77
Note-108p.; Photos not reproduced
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Conference Reports, Delivery Systems, Employment Problems, Federal Programs, *Gerontology, Low Income Groups, *Middle Aged, Nursing Homes, *Older Adults, Professional Associations, Psychological Services, Retirement, *Social Responsibility, *Welfare Problems
Identifiers-*Aging

In major presentations in these proceedings, national leaders discuss futuristic ideas about aging. An awareness of the present and future rights and responsibilities of older persons and the personnel working with them is developed in the variety of topics presented. Topics include: current practices, education, housing, law, creative life styles, income and employment, volunteerism, delivery of human services and a special interest session of programs in operation. (BN)

ED 165 042 CG 013 103

Generations: Western Gerontological Society, Quarterly Newsletter, Vol. 2, No. 2, Summer 1977.

Pub Date-77
Note-37p.; Photos may reproduce poorly
Available from-Western Gerontological Society, 785 Market St., Suite 1114, San Francisco, CA 94103
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Action Programs (Community), American Indians, Asian Americans, Community Recreation Programs, Federal Programs, Gerontology, Mexican Americans, *Minority Groups, Newsletters, *Older Adults, Retirement, *Social Responsibility, Social Services, Welfare Problems
Identifiers-*Aging

This quarterly newsletter of the Western Gerontological Society focuses on minority aging. Topics included are: special needs, unequal suffering, Asian elderly, natural networks, aging across cultures, program barriers, policy implications, multicultural programming and employment, Native American customs in service delivery, and recreation planning and housing. A list of names and addresses of organizations which deal with issues for minority aging in the western states is included. (BN)

ED 165 043 CG 013 104

Generations: Western Gerontological Society, Quarterly Newsletter, Vol. 2, No. 3, Fall 1977.

Pub Date-77
Note-41p.; Photos may reproduce poorly
Available from-Western Gerontological Society, 785 Market St., Suite 1114, San Francisco, CA 94103
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Action Programs (Community), Federal Programs, *Gerontology, Low Income Groups, Minority Groups, Newsletters, Nursing Homes, *Older Adults, *Policy Formation, Retirement, *Rural Population, *Social Responsibility, Social Services, *Welfare Problems
Identifiers-*Aging

This issue of Generations spotlights the rural elderly. The articles first cover a basic overview of the rural aged. Next is a range of policy issues related to rural service delivery followed by articles on research projects of concern to policy makers and service delivery personnel. Several fund raising and service programs are described. Pointed out is the reality that service delivery in rural areas often calls for innovative organization of resources such as crossing county lines, and using almost total volunteer labor and special technology i.e. radio and telephone systems. (BN)

ED 165 044 CG 013 105

Thompson, Mary L.
Clinical Application of The Change Process''.
Pub Date- 78
Note-9p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavior Change, *Change Agents, Community Services, *Correctional Rehabilitation, *Delinquent Rehabilitation, Program Descriptions, *Rational Therapy, Social Problems, *Youth Problems

A change process described in the work of Yochelson and Samenow was adapted to students committed as delinquents to a state correctional facility. Their criminal profile accurately described the majority of the offenders. While minor problems continued, their frequency was reduced by as much as nine times. Serious incidents occurred only after the student terminated his contract. Meeting with the change agents almost daily and being held accountable for all choices seemed to act as an effective, immediate deterrent. (BN)

ED 165 045 CG 013 113

A Model Competency-Based Paraprofessional Training Program in Gerontology. Final Report.

Spons Agency-Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
Pub Date-Jun 78
Note-124p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Adult Development, Age, Behavioral Objectives, *Educational Gerontology, *Educational Programs, Models, Older Adults, *Paraprofessional Personnel, *Performance Based Education, Postsecondary Education, *Vocational Education

Through funding from the Michigan Department of Education, a small private college in a suburban area outside Detroit developed a three-year competency-based paraprofessional training program in gerontology. During the first year of the program, courses and competencies were developed and 50 paraprofessionals were recruited; in the second year new courses were developed for this advanced group of 40 who wished to continue and a new group of 45 were recruited; and in the third year training was provided for the 40 who wished to continue from their first year; job counseling was provided and a follow-up study was conducted on those who had finished training. Objectives for the final year include a training sequence objective, a job counseling objective, and a follow-up study objective. Appendices contain faculty assessment of student achievement, student evaluation of course objectives, self-evaluation forms and questionnaires. (Author)

ED 165 046 CG 013 115

The Nation's Rural Elderly. Hearing Before the Special Committee on Aging, United States Senate, Ninety-Fifth Congress, First Session. Part 11, Phoenix, Arizona, The Elderly Indian.

Congress of the U.S., Washington, D.C. Senate.

Pub Date-12 Nov 77

Note-63p.; For related documents see CG013116, CG013117, CG013118 ; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indians, *Economic Disadvantagement, Federal Legislation, *Federal Programs, Health Needs, Hearings, *Housing, Needs Assessment, *Older Adults, Policy Formation, *Rural Population, Transportation

Identifiers-*Older Americans Act

This Hearing concerns the nation's rural elderly, and focuses on the Elderly Indian in Arizona. Problems addressed include: the lack of transportation, the lack of adequate housing and nursing homes, the scarcity of home care and homemaking services, and insufficient income. Programs in existence, as well as programs that are needed are discussed. The Older Americans Act, which provides support to persons 60 years and older and their spouses, regardless of income level, is examined in relation to its current funding limitations to potential Indian recipients. Information collected will be used to develop and implement a national policy on aging. (Author/JLL)

ED 165 047 CG 013 116

The Nation's Rural Elderly. Hearing Before the Special Committee on Aging, United States Senate, Ninety-Fifth Congress, First Session. Part 10, Terre Haute, Indiana.

Congress of the U.S., Washington, D.C. Senate.

Pub Date-11 Nov 77

Note-85p.; For related documents see CG013115, CG013117, CG013118. ; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Economic Disadvantagement, *Federal Legislation, *Health Needs, Hearings, *Housing, Needs Assessment, *Older Adults, Policy Formation, *Rural Population, Transportation, Visiting Homemakers

Identifiers-*Older Americans Act

Due to the smaller populations of rural areas, the greater distances between places, the generally smaller and one-dimensional economic bases, and the movement of younger persons away from rural areas, the rural elderly have unique problems. Few services are available which are designed to help elderly persons remain in their homes rather than in institutional care facilities. The Terre Haute area is representative of a rural environment. Testimony received from a number of witnesses addresses three specific topics: (1) the provision of services to the elderly under the Older Americans Act; (2) the energy problems of the elderly; and (3) health care delivery systems for the elderly. Information collected will be used to develop and implement a national policy on aging. (Author/JLL)

ED 165 048 CG 013 117

The Nation's Rural Elderly. Hearing Before the Special Committee on Aging, United States Senate, Ninety-Fifth Congress, First Session, Part 8, Flagstaff, Arizona.

Congress of the U.S., Washington, D.C. Senate.

Pub Date-5 Nov 77

Note-53p.; For related documents see CG013115, CG013116, CG013118 ; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Economic Disadvantagement, Federal Legislation, *Federal Programs, *Health Needs, Hearings, Housing, Needs Assessment, *Older Adults, Policy Formation, *Rural Population, *Transportation, Visiting Homemakers

Identifiers-*Older Americans Act

This Hearing focuses on conditions of the rural elderly in northern Arizona. Arizona has many service programs to respond to the elderly's everyday problems. Some of these problems are unique, but others are similar to those experienced by older Americans throughout the nation. Topics addressed include: transportation, health care services, housing, nutrition programs, community senior centers, the Older Americans Act, legal services, local support of services, the Joint Simplication Act, and inadequate funding. Information collected will be used to develop and implement a national policy on aging. (Author/JLL)

ED 165 049 CG 013 118

The Nation's Rural Elderly. Hearing Before the Special Committee on Aging, United States Senate, Ninety-Fifth Congress, First Session. Part 9, Tuscon, Arizona.

Congress of the U.S., Washington, D.C. Senate.
Pub Date-7 Nov 77
Note-74p.; For related documents see CG013115, CG013116, CG013117 ; Not available in hard copy due to marginal legibility of orginal document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Economic Disadvantagement, Federal Legislation, *Federal Programs, *Health Needs, Hearings, *Housing, Needs Assessment, *Older Adults, Policy Formation, *Rural Population, Transportation
Identifiers-*Older Americans Act

This Hearing concerns the rural elderly in southern Arizona. Arizona has many service programs to respond to everyday problems of the elderly. Some of these problems are unique, but others are similar to those experienced by older Americans throughout the nation. Topocs addressed include: transportation, health care services, housing, nutrition programs, community senior centers, the Older Americans Act, funding, volunteer efforts, widows' reduced incomes, and fixed incomes. Information collected will be used to develop and implement a national policy on aging. (Author/JLL)

ED 165 050 CG 013 119

Nordberg, Robert

Gestalt Therapy and the Specious Present.

Pub Date-5 Oct 78

Note-11p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Chicago, Illinois, October, 4-6, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Counseling Theories, *Existentialism, *Individual Psychology, Literature Reviews, Nondirective Counseling, *Perception, Personality, *Psychotherapy, Self Congruence

Identifiers-*Gestalt Therapy

Whereas Gestalt Therapy purports to apply the principles of Gestalt psychology to psychotherapeutic situations, its emphasis upon the here-and-now and upon sensations as distinct from meanings is directly contrary to the spirit and assumptions of Gestalt theory as developed by Max Wertheimer and others. When Gestalt therapy does succeed, it is by escaping its intended focus. This is not to argue that there is no therapeutic potential in a convergence of forces within the individual upon what can be called the here-and-now. Such a focus should, however, be an open gateway to past and future. The specious present has its maximum therapeutic value when it enables the individual, in some accommodated sense, to step outside of time and into eternity. (Author/JLL)

ED 165 051 CG 013 120

Brockman, John And Others

The Developmental Relationship Among Moral Judgment, Moral Conduct, and a Rationale for Appropriate Behavior.

Pub Date-Apr 78
Note-11p.; Best copy available; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Psychology, Children, *Cognitive Development, Developmental Psychology, *Developmental Stages, Maturation, *Moral Development, Research Projects, Self Control, *Sex Differences, *Socialization
Identifiers-*Kohlberg (Lawrence), *Piaget (Jean)

Piaget's and Kohlberg's interview and scoring methods for assessing moral judgment in children were empirically compared. Based on cognitive development and social learning theories, six hypotheses were tested on 139 elementary school children. After being interviewed, the children participated in a moral conduct task. Multiple linear regressions and analyses of variance were computed using the variables of age, sex, rationale, Piaget interview score, Kohlberg interview score, and moral conduct score. The Piaget and Kohlberg interviews correlated only 46% with each other. Results indicate that: (1) moral judgment increases with age; (2) moral conduct increases with age; (3) boys obtain higher moral judgment scores than do girls - - confirmed by Kohlberg's but not by Piaget's method; (4) girls conform to rules better than do boys; (5) moral judgment and moral conduct are positively related - - confirmed by Kohlberg but not by Piaget scores; and (6) provision of a rationale does not necessarily result in a higher positive relationship between moral judgment and moral conduct. Results support the cognitive developmental position, but may reflect differences in the instruments used, children's limited ability to use words and memory spans, and sex differences in social learning. A follow-up study was conducted. (Author/JLL)

ED 165 052 CG 013 121

Haas, Linda

Benefits and Problems of Egalitarian Marriage: A Study of Role-Sharing Couples.

Pub Date-2 Sep 78
Note-37p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, September 2, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adults, *Androgyny, Expectation, Family Life, *Feminism, *Life Style, *Marriage, Research Projects, Role Conflict, *Sex Role, Socialization, Working Women
Identifiers-*Egalitarian Marriage, *Role Sharing Couples

A role-sharing marriage is one in which the husband and wife share equally the rights and responsibilities traditionally assigned to one or the other sex as part of their ideal family role, in the areas of breadwinning, decisionmaking, and domestic chores. A marriage style based on sexual equality is rarely found in practice and subsequently has been mostly unstudied by sociologists. Benefits and problems in such marriages were examined among 31 couples involved in successful role-sharing relationships. Data collection techniques included several face-to-face interviews with husbands and wives, time-budgets, personality inventories, and attitudinal questionnaires. Results indicate that role-sharing enhances self-actualization and better family relations, at least for certain couples. At the same time, there exist considerable social barriers to the widespread abandonment of traditional family roles. For instance, vestiges of sex-role socialization make it difficult for couples to equitably share responsibility for all domestic chores, inflexible work hours make sharing childcare difficult, and traditional attitudes about children's needs stand in the way of fathers participating more in childrearing. These barriers can be expected to disintegrate with time. (Author/JLL)

ED 165 053 CG 013 122

Gilmore, Robert Handa, Steve

A Telephone Survey Approach for Assessing Community Needs and Recruitment.

Pub Date-Feb 78

Note-17p.; Best copy available; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Los Angeles, California, February 17-20, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Community Colleges, Community Relations, *Educational Needs, Higher Education, *Needs Assessment, Open Enrollment, Outreach Programs, Program Descriptions, *Publicize, School Community Programs, *Student Recruitment, Surveys

The Telephone Program which was initially implemented at College of the Canyons ran from February 16, 1977 to June 24, 1977. The Counseling Department coordinated and implemented the program using a volunteer student coordinator and student workers. The program was developed in order to accomplish four objectives: (1) recruit new students from all backgrounds and areas of the Santa Clarita Valley; (2) assess the educational needs of this diverse community; (3) inform the community of the college, and explain its community based, open door pholosophy; and (4) obtain community opinion and suggestions regarding the college. The program was two-phased. Phase one consisted of immediate recruitment just prior to the beginning of the Spring Quarter. Phase two also placed emphasis on recruitment and additionally incorporated a questionnaire to assess community needs. Student workers telephoned into the community from various locations in the college. They called at all times of the day and evening, using a telephone script and questionnaire to obtain information. Results were compiled and presented to the college's Board of Trustees. The response from the community was positive - - people were pleased to learn about college offerings and feel the college was truly interested in their needs. The following year a CETA worker was hired, especially for this project, and the program was continued. (Author/JLL)

ED 165 054 CG 013 123

Dent, James K. Furse, George A.

Exploring the Psycho-Social Therapies Through the Personalities of Effective Therapists.

National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-77-527
Pub Date-78
Note-213p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00686-6)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Behavior Problems, *Counselor Characteristics, Delinquents, *Emotionally Disturbed, Individual Characteristics, Milieu Therapy, Neurosis, *Personality, *Psychotherapy, Research Projects, *Schizophrenia, *Therapists

Several specific research approaches are compared with regard to cost-effectiveness, types of disorders to which they best respond, general strategies, and therapist personality. Replicated findings include: (1) support for both the functional reversal and semantic reversal of the A-B Scale;'' (2) characterization of therapists who are effective with neurotics, through use of a new scale involving rejection of problem solving; (3) identification of therapists who are effective with schizophrenics, through a scale determining level of interest in the patient; and (4) requirement of great tolerance and understanding when working with schizophrenics. Future research must give careful consideration to defining both client and therapist population. (Author/CKJ)

ED 165 055 CG 013 124

Stollak, Gary E. And Others
Fantasy Play in Child Psychotherapy.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Grant-MH-16444
Note-87p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Behavior Patterns, Child Psychology, *Children, Creative Expression, Developmental Psychology, *Helping Relationship, Maturation, *Pretend Play, Research Projects, *Supervision, Therapists, *Training
Identifiers-*Self Presentation

Relationships among adult and young children's behavior in extended play encounters were examined. One group of normal six-year-old children completed 20 play encounters, while a second group of clinic-referred children completed 15 play encounters. Each child encountered either a trained/supervised or an untrained/unsupervised college undergraduate. Analyses of videotapes made of the non-directive'' play encounters indicated that the children who encountered trained/supervised undergraduates emitted greater numbers of fantasy behaviors, especially those indicative of mature, coping and adaptive functioning than did children encountering untrained/unsupervised undergraduates. Adult involvement in play and allowing the child self-direction seemed key behaviors in eliciting such child behavior. (Author/JLL)

ED 165 056 CG 013 125

Stone, Karen F. Dillehunt, Harold Q.
Self-Science: The Subject is Me.
Pub Date-78
Note-181p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Class Activities, Curriculum Guides, *Elementary Education, Elementary School Students, *Humanistic Education, Human Relations, *Individual Development, Progressive Education, *Psychoeducational Processes, *Self Actualization, Self Concept

Self-science is an experience-based program designed for children from the second grade through the upper elementary grades. Its aim is to equip children with affective and cognitive skills that can broaden their understanding and functioning in all learning and social situations. Students are taught to use scientific inquiry methods in studying themselves, within small-group "laboratory" situations. Special attention is given to helping students to discover their own best learning styles and study habits. The curriculum was field-tested at the Nueva Learning Center in Hillsborough, California. The course may be taught over one or two school years. It may be offered as an elective or included as a mini-course within other curriculum areas, such as language arts, social studies, or health. The program consists of 64 lessons grouped under 10 goals. The first two sections of this handbook discuss what self-science is and how to teach it. The next two sections contain 64 step-by-step lesson plans for the curriculum. Several appendices offer suggestions on classroom management, record-keeping, and evaluation. (Author/JLL)

Gittman, Betty
Associations Between Reasons for Dating, Orientation, Commitment and Behavior: Verification of a Study by McDaniel.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Assertiveness, *Dating (Social), *Individual Psychology, Marriage, *Mate Selection, Peer Influence, Research Projects, *Social Development, *Socialization
Identifiers-*McDaniel (Clyde O)

A study of dating behavior by McDaniel was replicated, using a single adult population instead of college undergraduates. The hypothesis stated that recreational dating was associated with peer orientation, low commitment and assertive behavior; that mate selection dating was associated with family orientation, medium commitment and assertive-receptive behavior; and that anticipatory socialization dating was associated with personal orientation, high commitment and receptive behavior. Computation of product moment correlation coefficients provided evidence that none of the predicted associations were supported by the data except those predicting a relationship between anticipatory socialization and high commitment, and anticipatory socialization and receptive behavior. High product moment correlation coefficients between variables indicated that there may be confounding of variables on the McDaniel instrument. (Author)

ED 165 058 CG 013 127

Shapiro [illegible]an And Others

Behavioral Groups as Preventive Care in a Health Maintenance Organization.

Pub Date-78

Note-35p.; May be marginally legible due to light print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adjustment (to Environment), Adult Development, Behavior Change, Coping, *Delivery Systems, *Group Therapy, Individual Power, *Mental Health Programs, *Preventive Medicine, Program Guides, *Skill Development, Sociopsychological Services, Stress Variables

Identifiers-*Health Maintenance Organizations

This paper describes the use of a particular therapeutic modality behavioral groups in a relatively new delivery system called a Health Maintenance Organization. The program described, run under the George Washington University Health Plan, offers short-term structured groups designed to aid people at particularly difficult or vulnerable developmental periods. Many of the groups are aimed specifically at helping people develop coping skills, problem-solving techniques and self-control strategies to deal with present and future problems. They include topics such as women's sexuality, weight reduction, coping skills (teaching physiological and cognitive relaxation techniques and assertiveness training), cognitive restructuring (focusing on interpersonal interaction and the modification of irrational and self-defeating cognitions), couples, smoking cessation, women's issues, seniors, career counseling self-help, adolescents, and parenting. The document presents, for each group, a statement of the goal, rationale, member characteristics, group characteristics, materials and research instruments. (Author)

ED 165 059 CG 013 128

DiScipio, William J. Crohn, Joan

Personalized Instruction, Group Process and the Teaching of Psychological Theories of Learning.

Pub Date-Aug 78

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, *Classroom Environment, Contingency Management, *Effective Teaching, *Group Dynamics, Higher Education, *Individualized Instruction, *Learning Processes, Psychoeducational Processes, Research Projects, *Student Motivation, Undergraduate Students

An innovative approach to teaching learning theory to undergraduates was tested by comparing a modified Personalized System of Instruction (PSI) group process class (n 19) to a traditional teacher-centered control class (n 32). Predictions were that academic performance and motivation would be improved by the PSI method, and student satisfaction would increase as a result of attention to group process. Academic performance and motivation increased as predicted, but students' ratings of satisfaction with the instructor were lowered. Limitations of the study regarding long-term follow-up and separation of the independent variables warrant further investigation. (Author/JLL)

Lowman, Joseph

New Areas for Preventive Programing: Sudden Infant Death Syndrome.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Crisis Therapy, *Grief, Helping Relationship, Home Visits, *Infant Mortality, Intervention, *Mental Health Programs, *Parent Counseling, Parents, *Prevention, Program Descriptions, Research Projects
Identifiers-North Carolina, *Sudden Infant Death Syndrome

Crisis intervention programs for persons experiencing the sudden death of family members or surviving natural disasters have been advocated as methods of primary prevention, although few have actually been implemented. A program utilizing nurses to deliver grief intervention to parents losing a baby to Sudden Infant Death Syndrome (SIDS) was examined as an illustration of such preventive programing. This project covered the state of North Carolina and involved a sample of 154 subject families, after the infants' deaths, three home visits were conducted. Psychological goals of the visits were: (1) to reduce parents' guilt by countering inaccurate explanations for the death; (2) to encourage expression and acceptance of grief and to reassure them that this normal grieving process would end; and (3) to provide support in coping with problems. Demographic data on the families was similar to that reported elsewhere in that younger, unmarried, and nonwhite mothers were overrepresented. Because parents of SIDS victims experience profound feelings of guilt and especially severe crisis reactions, programs relieving guilt and providing additional support to them are felt to have significant preventive potential. Data tentatively supporting the conclusion that the SIDS grief intervention program had a beneficial impact on the participants. (Author/JLL)

ED 165 061 CG 013 130

Fenton, Mary R. Alvarez, Cheryl
Counseling in a Medical Setting as Part of an HMO Team.
Pub Date- 77
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Counseling Programs, Counselor Training, Helping Relationship, Interagency Coordination, *Intervention, *Medical Treatment, *Mental Health Programs, Program Descriptions, *Psychological Services, Referral
Identifiers-*Health Maintenance Organizations

A Health Maintenance Organization (HMO) clinic on Chicago's Near North Side is currently offering physical and mental health care to Public Aid recipients. Psychological services are provided by a mental health co-ordinator (Ph.D. level) who supervises one or two counselors of M.A. status. The co-ordinator's other responsibilities include consultation with other staff members about patients, and close association with the head of Social Services, with whom many patients are shared. Counselors' responsibilities include testing and abortion counseling. Problems encountered and solutions formulated during the first year of the clinic's operation concern inappropriate referral to social services, patient absenteeism, and patient's attitudes of hostile dependency. Implications for counselor training are in the skill areas of interviewing, testing, and reporting of information. (Author/JLL)

ED 165 062 CG 013 131

Heubner, Robert B. And Others

Assessing Local Mental Health Need: A Multi-Method Strategy.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978); Figure 1 is of marginal legibility

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Census Figures, Demography, *Evaluation Methods, *Incidence, *Mental Health Programs, *Mental Illness, *Needs Assessment, *Prediction, Research Projects, Social Indicators, Statistical Analysis

A multi-method strategy was developed and applied to the assessment of mental health need in the catchment area of a small community mental health center. Social indicators including census data and health and welfare statistics were used to make an initial needs assessment. These findings were validated and supplemented through a survey of personnel in agencies dealing with community problems, and an analysis of statistics on clients and services delivered by the mental health center. Results indicated a significant convergence among the three strategies. A secondary analysis revealed that the survey of community perceptions contributed significantly, above and beyond social indicators, to the prediction of local mental health need. Finally, a

summative index of mental health need, based on all three methodologies, utilized in the identification of high need census tracts. In conclusion, the value of a coordinated needs assessment strategy based upon at least two independent methodologies has been demonstrated. While local mental health centers may profit greatly from the readily available Mental Health Demographic Profile data, community surveys appear to make significant additional contributions, especially in the common situation where census information is somewhat dated. (Author/JLL)

ED 165 063 CG 013 132

Reis, Harry T.
Self-Presentations of Just Social Exchange.
Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Theories, *Individual Psychology, *Justice, Literature Reviews, Personality, *Prosocial Behavior, *Psychological Characteristics, Rewards, Self Concept, *Social Exchange Theory, Social Psychology, Values

A self-presentational framework for understanding how people define a just exchange and why behaving justly is important to them is proposed. A case is posited for two self-presentational principles of justice that one is responsive to the perceived beliefs of significant others in determining what is just; and that one usually comes to believe that his view is the fair one. These tenets should be equally applicable to a self-presentational analysis of any significant ego-involving social behavior. Current research which is compatible with this view is discussed. The dramaturgical approach to impression management presented stresses a contract among interactants to maintain particular definitions of situations and role relationships to give meaning and order to social interaction. Thus, self-presentation becomes a dynamic conception of people structuring their relations a propos to their life-space, rather than a theory of how to win friends and influence people. (Author/JLL)

Seiquist, Jack

A Staff Develoment Project: Enhancing Attainmnent of Career Center Goals By Determining Staff Needs and Objectives.

Pub Date-12 Dec 77
Note-44p.; Ed.D. Thesis, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Conflict Resolution, *Decision Making, Governance, Higher Education, Humanization, Models, Motivation, *Needs Assessment, *Organizational Communication, *Personnel Evaluation, *Staff Improvement

This practicum assisted staff in (1) identifying and prioritizing problems and needs in the areas of communication and decision-making; (2) determining objectives relevant to these needs; and (3) developing a plan of action for attaining top priority objectives. After an orientation meeting, each staff member was interviewed in private and asked to respond to the same set of questions. Afterwards, three staff meetings were held, and the nominal group process (NGP) was employed to identify and prioritize staff needs. The NGP resulted in three top-ranked needs: (1) utilizing a number of helpful communication attitudes; (2) using specific communication skills; and (3) revising the procedure for staff evaluation. These needs were transformed into staff objectives, and a plan of action was developed. Staff evaluation of interviews and meetings was positive. Principal recommendations included making use of intrastaff recognition as a means of positive reinforcement, resolving interpersonal problems directly and as soon as possible after they develop, changing over to current evaluation practices sucessfully used by managers in education and business, and holding follow-up meetings with the Director of the Career Center to discuss staff feedback and to assist in revising the evaluation procedure. (Author)

ED 165 065 CG 013 134

Rumstein, Regina

Marijuana: College Students' Expectations.

Pub Date-Mar 78

Note-25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavior, *Beliefs, Cognitive Processes, *Drug Abuse, *Expectation, *Marihuana, Research Projects, Self Congruence, *Sex Differences, Undergraduate Students

College students' expectations regarding the physiological, psychological, and social effects of marijuana were investigated. A sample of 210 undergraduates stated their expectations about the effect of the drug by answering a series of structured-response type questions. Also, Ss provided background information related to their expectations about marijuana. Overall, the data suggest that students' expectations about the effects of marijuana were largely contrary to research findings and tended to discount potentially harmful consequences of the drug. Marijuana use was considered an educational issue, and decriminalization of it was strongly favored. Users, occasional users, and nonusers differed significantly in expectations about marijuana effects which lent support to hypotheses based on the theory of cognitive consistency. Of interest were sex differences on selected background variables. Women as compared to men seemed to hold more disapproving attitudes about the use of marijuana, reported greater difficulties in obtaining the drug, used it less frequently, and knew fewer marijuana smokers. Expectations about marijuana should be taken into account when trying to develop relevant drug education programs. (Author/JLL)

ED 165 066 CG 013 145

Mamarchev, Helen L. Pritchett, Beverly

Searchlight: Relevant Resources in High Interest Areas. Career Resource Centers.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-400-78-0005

Note-109p.

Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Annotated Bibliographies, *Career Education, *Facility Guidelines, Guides, Literature Reviews, *Program Development, *Resource Centers, *Vocational Counseling

Identifiers-*ERIC, Information Analysis Products

Based upon a computer search of the ERIC data base, this bibliography and review focuses on career resource center (CRC) programs those at the secondary and college/university levels as well as those catering to special populations. From the citations presented, information is pulled relative to planning, staffing, and operating CRC's. Brief guidelines are offered for setting up CRC's at all educational levels and in various community settings. (LP)

ED 165 067 CG 013 162

Muller, Douglas

Self-Concept: An Alternative View for Education. A Presentation in the College of Education, Dialogue Series, New Mexico State University.

Pub Date-14 Sep 78

Note-28p.; Figures on pages 19-22 marginally legible due to small print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Class Management, Educational Research, Elementary Secondary Education, Models, *Research Problems, *Self Concept, *Self Evaluation, *Student Behavior, Student Development, Students

A cogent model of self concept may provide educators with the tools to predict and induce change in the classroom behavior of students. The nature of measurement operations, management operations and particularly, the relationship between self concept and behavior are delineated. Discussion focuses on how such behaviors are acquired, manifested and modified by students, and how emotional correlates influence student behavior. The functional potential of self concept, and the organization of self descriptive/evaluative behavior are also explored. Self concept relates to other student behavior, and the development of self concept can be utilized positively by both the student and the educator. This formulated model of self concept implies that, if effectively used and reinforced, self concept can provide a student with the self-information he needs for decision making and self-directed changes in behavioral patterns. The educator, by utilizing well organized and appropoate instructional methods, can play an essential role in the development of self concept skills in pupils. (PK)

ED 165 068 CG 013 165

Foster, Euphesenia.

Female Offenders in the Federal Prison System.

Department of Justice, Washington, D.C.

Pub Date-Jan 77

Note-39p.; Pictures may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Correctional Rehabilitation, Delinquent Rehabilitation, *Federal Programs, *Females, *Prisoners, Program Descriptions, Program Development, *Rehabilitation Centers, *Social Problems

This report on the female offender in the Federal Prison System describes the response of the Bureau of Prisons to its mission of protecting society while also preparing offenders for release. Detailed descriptions are included of what happens to them in the Federal correctional system, particularly programs of counseling, education, training and recreation available to help them make the decision to rehabilitate themselves. The programs described are designed to help the women avoid further entanglement with the law when they are released into the community. (BN)

ED 165 069 CG 013 166

Ebbers, Larry H., Comp. And Others

Residence Halls in U.S. Higher Education: A Bibliography Supplement.

Pub Date-78

Note-143p.; Not available in hard copy due to marginal legibility; For related document see ED086097

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Annotated Bibliographies, College Buildings, *College Environment, *College Housing, Counseling Services, *Dormitories, Higher Education, Residential Colleges, *Resource Staff Role, *Student Personnel Services, University Administration

This bibliography supplements and updates the same author's Residence Halls in U.S. Higher Education,'' which was published in 1973. The introduction states that every effort has been made not to duplicate the annotations and citations included in the first edition of the bibliography; therefore persons desiring information regarding residence halls should consult both publications. Material presented consists of annotated citations of books, periodicals, newspaper articles, ERIC documents, theses, proceedings and government documents. It is organized into the following 10 classifications: historical development; financing; planning, construction and facilities; organization and administration; programming; personnel; counseling activities; food service; legal issues; and miscellaneous. (BN

ED 165 070 CG 013 167

Jennings, Dennis L. And Others

Perseverance of Discredited Self-Perceptions: Beyond the Debriefing Paradigm.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date-Aug 78

Grant-MH-26736

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attribution Theory, *Feedback, *Performance Factors, *Persistence, Research Projects, *Self Concept Tests, *Self Congruence, Social Reinforcement

The apparent external validity of the finding that self-perceptions of ability persevere after the basis for such impressions has been totally discredited was examined. In this study, subjects persevered in their perceptions of personal persuasiveness even after it was revealed that the initial success or failure upon which their impressions were based had been predetermined. Specifically, they formed perceptions of their ability to convince another student to donate blood, then learned that the ``persuaded'' person was actually responding not to the subject's arguments but to a prearranged script. But even after learning that their self-perceptions were based on false feedback, they continued to act according to them. Contrary to predictions and previous findings, however, instructions to explicitly explain an initial outcome did not increase its subjective likelihood. This finding may be explained in terms of the ``sufficient'' conditions which normally prompt individuals to explain social events. (Author)

Bender, David S.

Adolescents' Perceptions of Teachers' Caring and Achievement Press Related to Sex, Track, Program, and Achievement.

Pub Date-Oct 78
Note-11p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Need, Adolescents, *Affective Behavior, Classroom Environment, Expectation, High Achievers, *Low Achievement Factors, Research Projects, Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes

A group of 3,000 7th through 12th graders were surveyed to investigate their perceptions of how much teachers cared about them and the degree to which they felt teachers urged them to achieve. Of the adolescents surveyed, 39% felt that teachers never or rarely seem to care about them. This is a crucial dimension, since teacher warmth has been shown to be relevant to achievement. The differences with respect to student characteristics were not as great as expected, considering previous research on how teacher expectations and attitudes vary. Although teachers are thought to have lower expectations for students in the lower tracks, from the students' point of view there was little difference in pressure to achieve among the various academic groupings. At the same time, it is of some concern that the lower-achieving students did not report that teachers care about them to the same degree as the better students did. (BN)

ED 165 072 CG 013 169

Garbarino, James Sherman, Deborah

High-Risk Neighborhoods and High-Risk Families: The Human Ecology of Child Maltreatment.

Pub Date-78

Note-30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Welfare, Disadvantaged Environment, *Family Problems, *Neighborhood, *Parent Child Relationship, Research Projects, *Social Problems, Statistical Studies

This study used multiple regression analyses to identify the socioeconomic, demographic and attitudinal correlates of neighborhood differences in the rate of child abuse and neglect. Comparison of actual vs. predicted rates defined high- and low-risk neighborhoods. These risk scores'' then become variables for inclusion in additional neighborhood-level analyses, as well as in analyzing family-level interview data concerning stresses and support systems. A pair of neighborhoods matched for socioeconomic level was selected, one high-risk, the other low-risk. Interviews with expert informants ranging from elementary school principals to mailmen were used to develop neighborhood profiles. Samples of families were drawn from each neighborhood, and interviews conducted to identify stresses and supports, with special emphasis on sources of help, social networks, evaluation of the neighborhood and use of formal family support systems. The results lend support to the neighborhood risk scores. Families in the high-risk neighborhood, though socioeconomically similar to families in the low-risk neighborhood, report less positive evaluation of the neighborhood as a context for child and family development. Furthermore, they reveal a general pattern of social impoverishment'' that parallels findings at the neighborhood level. (Author)

ED 165 073 CG 013 171

Falbo, Toni
The Advocacy or Avoidance of Only Children.
Pub Date- 76
Note-6p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Birth Order, *Child Development, Children, *Family Planning, *Family Relationship, Intellectual Development, Intelligence Factors, Literature Reviews, Policy Formation, *Siblings

A brief review of the psychological literature on the characteristics of only children is presented in order to determine if the one-child family should be avoided or advocated. The relevant literature is found to be limited in quantity and conceptualization of the only child. Previous literature is divided into three types of study: those with conflicting results; those reporting no differences between only children and others; and those coinciding with the negative stereotype of the only child, especially as regards to IQ score and sex-role identification. It is concluded that the evidence currently cannot support either the advocacy or the avoidance of one-child families. (Author)

ED 165 074 CG 013 172

Redmon, William K. Cullari, Salvatore

Consumer Control in Community Mental Health: Active or Passive?

Pub Date-78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Advisory Committees, *Citizen Participation, *Citizens Councils, *Community Development, *Community Service Programs, *Mental Health Programs, Program Descriptions, *Program Effectiveness

This paper points out that both formal and informal historical precedents in community mental health have emphasized citizen participation as an essential element of the system's success. It reviews citizen involvement procedures in use in one midwestern catchment area, and concludes that citizen representation appears to be inadequate, in particular in terms of geographical and occupational variables. It then contrasts the community mental health approach with a seemingly more effective strategy used by community development workers in the same community. Differences between the two methods are analyzed in relation to an active-passive continuum of staff effort to gain citizen input. The mental health approach is characterized as a passive strategy, while the community development method is shown to be an active one. Conclusions are, first, that community mental health staff should take more active steps toward citizen-provider interaction; and, second, that specific strategies should be developed to govern the extent and type of consumer control to be utilized within the system. (Author)

ED 165 075 CG 013 173

Welsh, Mary C. Hawker, James

Personality Characteristics and Evaluation of Women's Role.

Spons Agency-Lamar Univ., Beaumont, Tex.

Pub Date-78

Note-7p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Students, *Females, Personality Studies, *Personality Tests, Questionnaires, Rating Scales, Research Projects, *Role Perception, Self Actualization, *Sex Differences, *Sex Role

The relationships between several commonly utilized women's role questionnaires and several personality inventories was investigated. Undergraduates students (120 females, 80 males) completed several personality and sex-role questionnaires including the Personal Orientation Inventory (POI); Rotter's Locus of Control Scale (I-E), MAFERR Forms A, B, C, Attitudes towards Women Scale (AWS) and the Women as Managers Scale (WAMS). The questionnaires were administered during two separate sessions one week apart. An intercorrelation matrix was computed on the scores for each scale of the POI and the score for each of the other inventories, and then subjected to a principle axis factor analysis with Varimax rotation (BMD-08M). Results confirmed that several sex-role inventories (the WAMS, AWS, MAFERR Forms A and B) essentially measure a similar characteristic manner of evaluating women and their role, and that only moderate relationships between evaluation of women's role and identified personality characteristics of the subjects exist. The results of the study may help to account for the inconsistencies in previous research which utilized various women's role questionnaires to suggest personality characteristics. (Author)

ED 165 076 CG 013 174

Blakey, Sherry L. Arkin, Robert M.
Effects of Self-Presentational Strategy and Empathic Instructions on Observers' Attributions.
Pub Date- 77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attribution Theory, College Students, *Empathy, Evaluation Methods, Factor Analysis, Helping Relationship, Interaction Process Analysis, *Observation, Performance Criteria, *Performance Factors, Research Projects, *Role Playing, *Task Performance
Identifiers-*Self Presentation

The influence of empathy on observers' attributions for an outcome achieved by an actor was examined as well as self-presentational strategies when observers ~~either~~ expected to assume the actor's role later (Role-Playing). On videotape, observer-subjects (N 160) watched an actor succeed or fail at an interpersonal influence task, after being given information designed to lead them to expect either a successful or unsuccessful task outcome. Subjects then made attributions for the therapist-actor's performance. In contrast to standard observers, empathic observers tended to make flattering attributions about the actor's performance on situational variables in positive expectency situations. In addition, role-playing observers made flattering attributions about the actor's performance through their reports on the dispositional variables and engaged in attributions similar to those reported by no role-taking observers. Results suggest that the predictions of role-taking observers which tend to minimize dispositional attributions for the actor's performance due to the self-presentational benefit of maintaining the actor's innocence in task outcome were not supported. (Author)

ED 165 077 CG 013 175

Minde, K. And Others

Self-Help Groups in a Premature Nursery: A Controlled Evaluation.

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).; Laidlaw Foundation, Peoria, Ill.
Pub Date-78
Grant-606-1360-44A1
Note-25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
Available from-K. Minde, Department of Psychiatry, The Hospital for Sick Children, 555 University Ave., Toronto, Ont., Canada M5G 1X8.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Child Care, *Group Counseling, Interaction Process Analysis, Intervention, *Nurses, *Parent Child Relationship, *Parents, *Premature Infants, Program Evaluation, Research Projects, *Self Help Programs

A preventive intervention program based on self-help groups for parents reinforced by the involvement of veteran parents, those who had a premature infant during the past 12 months, and professionals to provide support and information was evaluated. Sets of randomly selected parents (N 35) met weekly in a small group of four to six couples during the first six months of their premature infant's life with the veteran mother and an experienced neonatal nurse. Other couples (N 35) receiving routine care served as a control group. Group parents exhibited a very positive response and high attendance. Group and control parents were compared on: (1) number and duration of hospital visits and telephone calls to the nursery; (2) a psychiatric interview assessing parenting ability; (3) objective ratings and parental attitudes towards hospitalization and their caretaking role; and (4) direct observation of parents and infants during parental nursery visits and during the first three months at home. Preliminary results indicate that group parents make more hospital visits, call to inquire about their infants more, and are more comfortable in their caretaking role. (Author)

ED 165 078 CG 013 176

Taubin, Sara And Others

Sex Education for Gifted and Talented Youth.

Pub Date-Oct 78
Note-20p.; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Ability, Cognitive Processes, *Curriculum Development, Elementary Secondary Education, *Gifted, Guidelines, *Individual Characteristics, Learning Activities, Learning Characteristics, *Sex Education, *Sexuality, Talented Students

This paper summarizes the indicators of extraordinary ability in young people; selects for more careful scrutiny some characteristics of the talented and gifted that would influence the content, sequence, and methods of sex education; and suggests the broad outlines of a differential curriculum of sex education. Data documenting advanced physical, intellectual, emotional, social and creative development provide parallel inferences about the sexuality of a gifted population. Guidelines for differentiating sexuality curriculums include the following: (1) exposure to experiences, materials, and information which are outside the bounds of the regular curriculum; (2) opportunities to elaborate on the regular curriculum through additional working time, materials and experiences; and (3) self-initiated study, projects and activities. (Author)

ED 165 079 CG 013 178

Cooper, Harris M.
Intervening in Expectation Communication: The Alterability'' of Teacher Expectations.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 77
Grant-1F32-MH05263-01
Note-31p.
Available from-Harris M. Cooper, Center for Research in Social Behavior, 111 E. Stewart Rd., Columbia, MO 65201
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Elementary Education, Elementary School Teachers, *Expectation, Locus of Control, Performance Criteria, *Performance Factors, Research Projects, Student Ability, Student Behavior, *Student Teacher Relationship, *Teacher Attitudes

Theoretical and practical implications of the proposition that teachers' differential behavior toward high and low expectation students serves a control function were tested. As predicted, initial performance expectations were found related to later perceptions of control over performance, even when the initial relationship between expectations and control was removed, while initial control was not found related to later expectations. On a practical level, the effects of teacher participation in an expectation experiment were assessed. Unalterable'' teachers, whose expectations were found most predicatable from the sex and I.Q. of their students, reported not being affected by experiment participation while alterable'' teachers did. Students of alterable'' teachers showed greater relative reading gains over the school year than students of unalterable'' teachers. Means indicate that alterable'' lows closed the gap between themselves and alterable'' highs, and that by the end of the school year unalterable'' lows tended to have lesser effort-outcome covariation beliefs than unalterable'' highs, while students in alterable'' highs showed a relative gain in effort-outcome covariation belief when compared to unalterable'' lows. (Author)

ED 165 080 CG 013 179

Little, Verda L.

Developmental Role-Taking Deficits in Institutionalized Juvenile Delinquents.

Pub Date-Mar 78

Note-8p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Basic Skills, *Behavior Development, *Behavior Patterns, Delinquents, Females, Institutionalized Persons, Research Projects, *Role Perception, *Role Playing, *Self Control, *Social Development

Identifiers-*Matching Familiar Figures Test (Kagan)

The relationship between self-control and role-taking deficits as exhibited by 37 female institutionalized juvenile delinquents was assessed by Chandler's measure of social egocentrism. Subjects, matched on the basis of their scores on the Matching Familiar Figures (MFF) Test, were randomly assigned to treatment or control groups. The treatment groups made up skits, viewed their productions on videotape, and replayed the skits until each member had played each part. The control groups created videotaped documentaries about the institution, but did not participate as actors in the productions to avoid practice in role-taking. As predicted, a large proportion of the subjects (73%) exhibited role-taking deficits; however, there was no significant correlation between role-taking errors and latency scores on the MFF Test. Results suggest either that there is no systematic relationship between role-taking and self-control, or that the self-control measures used in this research were inadequate. (Author/HLM)

ED 165 081 CG 013 180

Berg, John H. Archer, Richard L.

Disclosure or Concern: A Look at Liking for Norm-Breakers.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Patterns, College Students, *Communication Problems, *Disclosure, *Emotional Response, *Interaction Process Analysis, Norms, Perception, *Reactive Behavior, Research Projects, *Response Mode, Student Attitudes

An experiment was conducted in which perceptions of an individual responding to an initial disclosure were examined. Observer subjects (N 315) read a brief description of a first encounter between two women. During the meeting one of the women made either an intimate or a non-intimate disclosure (low vs. high initial intimacy). The other woman responded in one of five ways: with an intimate disclosure (high-return-disclosure), a non-intimate disclosure (low-return-disclosure), acknowledgement and sympathy (concern), concern-plus-high-return-disclosure, or concern-plus-low-return-disclosure. Regardless of initial intimacy, the most favorable impressions of the respondent were formed in the concern'' condition. When the respondent made a disclosure of her own, the interaction predicted by the normative hypothesis was replicated. Results indicate there is a possibility that a disclosure reciprocity norm may not apply to conversations. (Author)

ED 165 082 CG 013 181

Archer, Richard L. And Others

Impressions of a Disclosing Other Following Own Disclosing.

Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, CANADA, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Students, Communication Problems, *Disclosure, *Emotional Response, *Interaction Process Analysis, *Interpersonal Attraction, Observation, *Perception, *Reactive Behavior, Research Projects

The effects of an instigator's and a respondent's disclosure on impressions of the revealing respondent were examined in a pair of experiments. The first experiment assessed the effects of both own and other's disclosure on a participant perceiver. After meeting a confederate partner, female undergraduate subjects (N 83) were induced to make an intimate or superficial disclosure by means of a forced compliance'' procedure. In return, their (videotaped) partner then disclosed on either three intimate or three superficial topics. Subjects who made intimate disclosures reported no more attraction toward the partner than did those who made superficial disclosures, but a clear effect for other's disclosure was found in the impression rating analysis. Subjects formed more favorable impressions of the confederate when she disclosed intimately (the revealer-liking effect). Comparisons made between these data and those of the second experiment (an observer replication using the subjects' actual disclosure tapes and the manipulations from the first experiment) showed that female observer subjects predicted greater attraction on the part of participants who had made intimate disclosures than those who made superficial disclosures. Additionally, subjects also differed with the participant in their perceptions of the confederate. (Author)

ED 165 083 CG 013 182

Baker, Adrian J.

Divorce and One-Parent Family Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-400-78-0005

Note-55p.

Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Adjustment Problems, Adults, Annotated Bibliographies, Children, *Divorce, *Family Counseling, Interpersonal Relationship, Marital Instability, Marital Status, *One Parent Family, *Parent Child Relationship, *Social Attitudes, State of the Art Reviews

Identifiers-Information Analysis Products

This collection of ERIC documents is designed to assist anyone involved in the counseling of single parents, divorced adults, or children of divorced parents to identify useful resources. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: problems related to divorce; effects of divorce on men, women, and children; role expectations for single parents; stages of loss experienced after marriage dissolution; appropriate role models for counselors to adopt; and social attitudes. Additionally, descriptions of exemplary programs and services for persons affected by divorce are provided. (HLM)

ED 165 084 CG 013 183

Jaslow, Carol K.
Violence in the Schools.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-0005
Note-53p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Annotated Bibliographies, Counselor Role, Educational Legislation, *Educational Problems, Elementary Secondary Education, Higher Education, *School Security, *School Vandalism, State of the Art Reviews, *Student Behavior, *Student School Relationship, *Violence
Identifiers-Information Analysis Products

This collection of ERIC documents is designed to identify useful resources for anyone working with problems of violence or vandalism in an educational setting. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: issues and trends in school violence; methods for coping with violence such as student cooperation, special projects, public relations, and parent education; the Safe Schools Act; and the role of the counselor. Additionally, descriptions of exemplary programs and services specifically designed to deal with school violence are provided. (HLM)

ED 165 085 CG 013 194

Cooper, Harris M. And Others
Classroom Format as a Determinant of Teacher-Student Interaction Patterns and Attributions of Responsibility for Performance.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 74
Grant-1F32-MH05263-01
Note-24p.
Available from-Harris M. Cooper, Department of Psychology U-20, University of Connecticut, Storrs, CT 06268
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Arrangement, *Classroom Environment, Educational Research, Elementary Education, Elementary School Students, Interaction Process Analysis, Self Directed Classrooms, *Student Behavior, Student Responsibility, *Student Teacher Relationship, Teacher Responsibility
Identifiers-*Open Classrooms

Fourteen classrooms were grouped according to environmental format (open/mixed/traditional) and differences in teacher-student interaction patterns and perceptions of responsibility for outcomes assessed. As predicted, open classrooms showed the highest percentage of dyadic interactions. Also as predicted, open classrooms tended to show the lowest percentage of group interactions, highest percentage of interactions concerned with a student's individual work, and lowest percentage concerned with answering specific academic questions.

Contrary to prediction, teachers of traditional classrooms rated students more personally responsible for failure than open classroom teachers. Finally, students in more open classrooms tended to perceive themselves as more responsible for success than students in traditional classrooms. Results are discussed in light of the philosophical bases which lead to the adoption of the open classroom format. (Author)

ED 165 086 CS 004 437

Burton, John K. Bruning, Roger H.

Interference Effects on the Recall of Pictures, Printed Words and Spoken Words.

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, College Students, Higher Education, Language Processing, *Language Research, *Memory, *Pictorial Stimuli, *Recall (Psychological), *Retention, *Verbal Stimuli

Identifiers-*Interference

Thirty college undergraduates participated in a study of the effects of acoustic and visual interference on the recall of word and picture triads in both short-term and long-term memory. The subjects were presented 24 triads of monosyllabic nouns representing all of the possible combinations of presentation types: pictures, printed words, and spoken words. Each triad presentation was followed by a visual, acoustic, simultaneous, or no interference task. After each triad and after the complete presentation, the subjects free-recalled as many nouns as possible, indicated presentation type, and rated their confidence in the presentation type. The results showed that in short-term memory, picture recall was superior to that of both printed and spoken words under conditions of acoustic and simultaneous but not visual interference. The lowest recall in both long-term and short-term memory was found for spoken words under the acoustic interference condition. (FL)

ED 165 087 CS 004 467

Cambourne, Brian

Some Psycholinguistic Dimensions of the Silent Reading Process. A Pilot Study.

Pub Date-Aug 77
Note-30p.; Paper presented at the Annual Meeting of the Australian Reading Conference (3rd, Melbourne, Australia, August 28-31, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cloze Procedure, Context Clues, Elementary Education, Language Research, Miscue Analysis, *Psycholinguistics, Reading Comprehension, Reading Diagnosis, *Reading Processes, *Reading Research, *Reading Skills, *Silent Reading

A modified cloze procedure was used in two studies designed to gain insight into the silent reading process. In the first, involving a small group of third- and fourth-grade children, several stories were prepared based on the assumption that the cloze procedure might be manipulated to reveal a reader's use of semantic, syntactic, and graphophonic cuing systems. As a result of this study, five specific reading/language abilities were identified: finding clues by referring back or ahead into the text, using information already known about the story line or topic (real world knowledge''), using the cumulative and logical buildup of a story line or topic to make predictions, and using letter clues (replacements controlled by the remaining orthographic clues). A second study was designed around stories that contained deletions made according to the five strategies. The subjects, 39 third-through seventh-grade students, were grouped as above average,'' average,'' and below average'' readers and administered a cloze procedure task. The results indicated that the above average readers' silent reading behavior was different from that of below average readers. The essential differences centered on focus, the employment of reading strategies, real world knowledge, and the ability to handle graphophonic clues. (FL)

ED 165 088 CS 004 470

Layton, James R.

An Analysis of Three Tests: Durrell Analysis of Reading Difficulty,'' Diagnostic Reading Scales'' (Spache), and the Analytical Reading Inventory'' (Moe and Woods), Based upon Scores Attained by Elementary Students in Grades One, Two, Four, and Six.

Pub Date- 78

Note-48p.; Report prepared at Southwest Missouri State University

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Comparative Analysis, Elementary Education, Oral Reading, Readability, Readability Formulas, *Reading Diagnosis, Reading Level, Reading Research, *Reading Tests, Silent Reading, *Test Reliability, *Test Selection

The distinguishing characteristics and relationships found among the Analytical Reading Inventory,'' the Durrell Analysis of Reading Difficulty,'' and the Spache Diagnostic Reading Scales'' in terms of readability levels, oral and silent reading results, and independent and instructional reading levels were examined in a study involving 117 first, second, fourth, and sixth graders. Each student was administered the oral and silent selections of the three tests during a three-day period. The results indicated that, of the three tests, the readability levels of the Spache scales were the most commensurate with the numerical levels specified for the reading selections. However, no significant differences were found in the scores on the oral and silent reading subtest levels of the three tests. (Tables of data, organized by grade level, are appended.) (FL)

ED 165 089 CS 004 494

Carey, Robert F. Smith, Sharon L.

Frameworks for Examining Comprehension and Discourse: An Overview.

Pub Date-Oct 78

Note-15p.; Paper presented at the Annual Meeting of the North Central Reading Association (21st, Notre Dame, Indiana, October 20-21, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, *Discourse Analysis, Elementary Secondary Education, Higher Education, Information Processing, Learning Processes, Models, *Reading Comprehension, *Reading Processes, *Reading Research, Research Methodology, *Semantics, Verbal Learning

Identifiers-*Schema Theory

Overviews of schema theory, which focuses on the cognitive operations engaged in by the reader, and discourse analysis, which focuses on structural characteristics of the text itself, are presented in this paper. The first section explains the notion of cognitive schemata (patterns of expectations that are applied to incoming information) and discusses six essential constituents of schema theory: schema states; schema variables; instantiation; activation; episodic, semantic, and schematic memory; and high versus low integrity processing. It then presents insights into the verbal learning process that can be drawn from schema theory. The second section traces the roots of discourse analysis and discusses the following forms: cohesion analysis (which is closely associated with the surface structure of the text), propositional analysis (in which the text is analyzed in terms of semantic content rather than linguistic form), and story grammar (which attempts to define broader relations among broader segments of text than the other two techniques). (GT)

ED 165 090 CS 004 501

Kyostio, O. K.

Development of Reading Skill during Primary School Period in Finland.

Pub Date-Aug 78

Note-16p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978) ; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Basic Skills, *Cognitive Development, Educational Research, Elementary Education, *Environmental Influences, Foreign Countries, Intelligence Factors, Longitudinal Studies, *Reading Research, *Skill Development

Identifiers-*Finland

A group of 767 children in Finland were studied over their first six years in school to discover what kind of variation there is in school readiness, what kind of development takes place in these variables during the basic school period, what relationship exists between these variables, to what extent heredity explains the differences, how far the differences depend on structural factors, and how far the variables can be explained by process variables. The children came from four northern and two southern communities, three rural and three urban. They were tested for intelligence, initial reading and mathematical abilities, social status, physical growth, and achievement and personality. Among the results were the following: intelligence and cognitive attainment correlated highly; clear differences in all the basic variables showed up, generally favoring the urban and southern districts; children in the rural northern areas gained most in reading skills, intelligence, and mathematical skills; intelligence was connected with literacy skills from the beginning; by the sixth grade, good readers were less neurotic and social; and the children in the northern areas who started behind the other children caught up by the end of the sixth grade. (TJ)

Jansen, Mogens

The Development in Reading from 1934 to 1976.

Pub Date-Aug 78
Note-26p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Beginning Reading, *Educational Change, *Educational History, Elementary Secondary Education, Foreign Countries, Library Programs, *Reading Achievement, *Reading Instruction, *Reading Research, *Social Change
Identifiers-*Denmark

This document reviews the changes in reading in Denmark from 1934 to 1976 and discusses factors that brought about the changes. The paper indicates the importance of the library in reading development and notes that children use the library more extensively today than they did earlier. Changes in society and their effects on the educational system and on reading instruction are mentioned. The paper concludes by suggesting that study and research on reading in Denmark can be illuminated by further historical research and by consideration of the experience of other countries. (TJ)

ED 165 092 CS 004 555

Goodman, Kenneth S. Page, William D.

Reading Comprehension Programs: Theoretical Bases of Reading Comprehension Instruction in the Middle Grades. Revised Final Report.

Center for the Expansion of Language and Thinking, Tucson, Ariz.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-NIE-C-74-0140
Note-264p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Comparative Analysis, *Educational Practice, *Educational Theories, Elementary Education, Intermediate Grades, Literature Reviews, *Program Evaluation, *Reading Comprehension, *Reading Programs, *Reading Research

The purpose of this study was to examine theories of reading comprehension and instruction as they relate to instructional practices in the middle grades. Following an extensive review of literature in the theoretical areas upon which reading programs are normally based reading, language, learning, and teaching specific characteristics within each area were identified, and a program rating instrument was constructed. This instrument was used by three teams of specialists to assess seven reading programs in classroom situations. The results indicated that the programs do not have consistent or coherent theoretical bases; what differences they do have are obscured by their internal inconsistencies and their large areas of overlap. Even though the program analyses did not yield any significant differences, four major theoretical positions were identified that might be useful in future discussions of reading programs. (A bibliography and six appendixes of data are attached.) (RL)

ED 165 093 CS 004 565

Sternberg, Robert J.

Developmental Patterns in the Encoding and Combination of Logical Connectives. Technical Report No. 2.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Oct 78

Grant-BNS-76-05311

Note-55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Cognitive Processes, *Comprehension, *Comprehension Development, Elementary Secondary Education, Higher Education, *Language Development, Language Learning Levels, Language Patterns, *Language Research, *Language Skills, Linguistic Competence, Structural Analysis

A total of 224 subjects participated in a study to determine how children and adults comprehend logical connectives. Specifically, the study examined the effects of age, content, and practice on the encoding and combination of logical relationships expressed by six types of logical connectives: conjunction, disjunction, conditionality, biconditionality, simple affirmation, and simple negation. The subjects were drawn from grades 2, 4, 6, 8, 11, 12, and college. Half completed a task that required them merely to encode the connectives; the other half were required to combine as well as encode them. The results revealed significant effects of task, age, session, and connective, with comprehension of different connectives developing at different rates. Children as young as second grade encoded the connectives in consistent ways; however, it was not until fourth grade that they showed evidence of consistent combination of connectives. In general, comprehension of the conjunctive connective was the easiest, while comprehension of the conditional and biconditional connectives proved to be the most difficult. (Tables of results are included.) (FL)

ED 165 094 CS 004 567

Drum, Priscilla A.

Effects of Semantic or Syntactic Simplification on Recall.

Pub Date-78

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Education, Grade 4, Memory, Readability, *Reading Comprehension, *Reading Research, *Recall (Psychological), *Semantics, *Syntax

Thirty-two fourth grade students were divided into two equal-sized groups according to reading ability. Each student read and recalled four passages from fourth-grade texts. The passages were either an original version, a semantic simplification, a syntactic simplification, or a combined rewrite. One week later, each child read and recalled alternate versions of the same passages. Able readers recalled significantly more appropriate responses in all passage versions on each test day than did the less able readers. Their recall for all but the combined versions was approximately the same for the two days. Able readers also, produced more details from the combined versions. Both groups remembered most of the superordinate propositions on both days, suggesting that improvement in recall was the result of remembering subordinate propositions. Less able readers remembered proportionately more with semantic simplification than with the original and syntactically simplified versions. For all subjects, the syntactic/original combination depressed recall during the second reading, and the semantic/combined versions increased it. (Sample passage versions are included.) (TJ)

ED 165 095 CS 004 568

Allington, Richard L. Chura, Susan

Effect of Instruction Type on Word Prediction Behaviors of Children.

Spons Agency-State Univ. of New York Research Foundation, Albany.

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Basic Reading, Comparative Analysis, *Context Clues, Elementary Education, Phonics, *Reading Instruction, *Reading Research, *Word Study Skills

A study compared two groups of second grade children (one receiving code-emphasis reading instruction and the other receiving eclectic reading instruction) on their ability to generate target words deleted from sentence frames, given minimal graphemic information. Target words were either a high-frequency word or low-frequency synonym while sentence frames provided three levels of contextual information. Results suggested a small advantage for code-emphasis subjects. This was primarily noticeable in responses to low-frequency target words, particularly when contextual constraints were weak. The findings indicate that both contextual constraints and word frequency were significant factors in ease of word identification. (TJ)

ED 165 096 CS 004 570

Rawson, Margaret B., Ed.
An Interdisciplinary Journal of Specific Language Disability. Volume 27.
Orton Society, Towson, Md.
Pub Date-77
Note-255p.; May be marginally legible due to small print
Available from-The Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($6.00 plus $0.60 postage and handling; reprints: 1-10 pages, $0.60; 11-15 pages, $0.75; 16-20 pages, $1.00)
Journal Cit-Bulletin of the Orton Society; v27 1977
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cerebral Dominance, *Dyslexia, Educational Therapy, Elementary Secondary Education, Foreign Countries, Information Processing, Language Development, *Language Handicaps, Language Proficiency, Lateral Dominance, *Learning Disabilities, Minority Group Children, Neurologically Handicapped, Postsecondary Education, Reading Difficulty, Underachievers

This bulletin is produced annually in the interest of children with specific language disability, learning disabilities, or dyslexia. The 16 articles in this issue deal with the following topics: specific learning disabilities; lateralized tachistoscopic recognition, cerebral dominance, and dyslexia; language proficiency and lateral position in the classroom; assessment of language development; dyslexia as a limitation in the ability to process information; the Orton-Gillingham methodology; interactions between educational therapist and child; reading problems worldwide; learning disabilities in German children; dyslexia in English independent systems; learning disabilities in minority adolescents; teaching the language as it is''; structural arithmetic and children with learning disabilities; Project Succeed (a tutorial program in Baltimore); the shadow and substance of specific language disability; and dyslexics as adults. (FL)

ED 165 097 CS 004 575

Furukawa, James M. And Others

Chunking Method of Teaching and Studying: II.

Pub Date-Aug 78

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Educational Research, Higher Education, Memory, *Retention Studies, *Study Skills, *Teaching Techniques

Identifiers-*Chunking, *Outlining

Data from three general psychology classes were used in a study of the chunking method of teaching and studying. Two classes participated in a study on chunking study outline (CSO) length, and one in a study on retention rates. Results of students with high and low cognitive processing capacities (CPC) were also compared. It was found that a CSO should be short, that retention following learning with the chunking method may be near perfect, that test performance was affected by the type of knowledge tested, and that CPC may have some effect on long-term retention. The relation between CPC and test performance, however, appears to be insignificant when using the chunking method. (Samples of short and long chunking study outlines are appended.) (TJ)

ED 165 098 CS 004 576

Furukawa, James M. Sunshine, Phyllis M.

Picture Chunking Effects in Concept Learning.

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Concept Formation, *Educational Research, Elementary Education, *Learning Processes, *Pictorial Stimuli, *Recall (Psychological), Teaching Techniques, *Visual Learning

Identifiers-*Chunking

Thirty-three second graders participated in a study to discover the value of teaching concepts using picture attribute chunking (PAC). It was hypothesized that PAC would yield superior concept learning performances compared to a picture attribute list (PAL) treatment and a word-alone treatment. The children, selected on the basis of a pretest that determined their knowledge of the concepts to be learned, were divided into three treatment groups. They were taught 14 concepts and given immediate posttests and delayed posttests of recall and recognition. On the immediate recall posttest, the PAC treatment results were superior to the word and PAL treatments. On the immediate recognition posttest, the PAC was superior to the other two and the word treatment was superior to the PAL. On the delayed recall posttest, there were no significant differences among the treatments. On the delayed recognition posttest, the PAC was superior to the PAL and word treatments. (TJ)

ED 165 099 CS 004 581

Winsand, Jean E.

Middle School Reading Focus: Content or Child?

Pub Date-Oct 78
Note-12p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, *Class Management, Cognitive Development, *Curriculum Planning, Elementary Education, *Middle Schools, Models, Moral Development, Personality Assessment, *Reading Instruction, Reading Material Selection, Reading Programs, *Student Centered Curriculum, Student Characteristics
Identifiers-Gordon (Chad), Kohlberg (Lawrence), Piaget (Jean)

According to recent research data, a successful reading program in the middle school requires a change in educational emphasis from content (skill orientation) to a curriculum determined by the cognitive, moral, and social-emotional development of the child. Three developmental models that provide tools for educators in developing such a curriculum include those of Jean Piaget, Chad Gordon, and Lawrence Kohlberg. Piaget's model provides a basis for deciding the cognitive level of reading content, while that of Gordon describes unavoidable value conflicts or crises in one's interaction with significant others. Kohlberg's model outlines definite stages of moral development related to an individual's cognitive development. In addition to developing a composite personality of the middle school child according to these models, the educator planning the reading curriculum must deal with two other variables, behavior (expected and actual) and environment. A classroom management model based on consideration of these variables provides realistic reading assignments drawn from the interest and cognitive levels of the individual student and it adjusts teaching methods, grouping processes, and supplementary materials according to the areas of a child's personality that are in need of growth and development. (MAI)

ED 165 100 CS 004 582

Smith, Charlotte T.
Evaluating Comprehension.
Pub Date-Nov 77
Note-10p.; Paper presented at the Annual Meeting of the California Reading Association (11th, Anaheim, California, November 2-5, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cognitive Measurement, *Complexity Level, *Comprehension, Elementary Education, *Evaluation Methods, *Language Arts, *Language Development, *Language Patterns, Linguistics

One method of evaluating comprehension and language growth consists of analyzing the oral or written answers to questions about stories read to or by students and about visual representations. The method is applicable to various content areas at all levels of instruction. The T-unit or communication unit, the linguistic unit that cannot be further divided without loss of its meaning, is the basic measure for this method. In analyzing language samples, the T-units are identified and the average number of words per unit is figured. In evaluating comprehension, the basic measurement would be the correctness or appropriateness of the response for the situation. The measure beyond that would be the length of the response as measured by the length of the T-unit. It can be demonstrated that the number of words used by students in answering questions is directly related to the types of questions teachers ask. Questions considered to be of lower comprehension level elicit far fewer words than questions asked at a higher comprehension level. (Sample analyses are included.) (TJ)

ED 165 101 CS 004 583

Lantaff, Roger E.

The Effects of Prose Structure on the Recall of Fifth Graders and College Students.

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Ability, Cognitive Processes, *Discourse Analysis, Elementary Education, Higher Education, Performance Factors, *Prose, Readability, Reading Comprehension, *Reading Research, *Recall (Psychological), *Textbook Research

Three passages of fifth-grade readability were read and recalled by 24 high- and low-ability fifth graders and college students. These passages were characterized as either narrative (high degree of temporal linkage), expository (logical linkage and abstract content), or mixed (logical linkage but with content suggestive of a narrative). The results were analyzed on the basis of qualitative and quantitative aspects of the subjects' recall. A significant, monotonic increase in recall was observed between groups, while no overall effects for texts or interactions were shown. However, post hoc analyses did show a very strong effect for texts within the fifth-grade/high-ability group. While low-ability fifth graders had equal difficulty with each of the texts (possibly reflecting decoding difficulties) and the college subjects recalled them with equal ease, the fifth-grade/high-ability group recalled the passage with the presumably more familiar narrative structure better than the expository ones, despite similarities in content. (Author/TJ)

ED 165 102 CS 004 584

Sulzby, Elizabeth

Semantic Salience in Relation to Word Knownness.

Spons Agency-Northwestern Univ., Evanston, Ill.
Pub Date-Dec 78
Note-15p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Concept Formation, Decoding (Reading), Elementary Education, Language Research, *Reading Development, *Reading Processes, *Reading Research, *Semantics

Eighty-four elementary school children participated in a two-part experiment replicating an earlier experiment that tested the hypothesis that children would offer semantic explanations for words presented orally more frequently than for words presented in written form. This experiment used subjects from a population different in socioeconomic characteristics, in achievement and ability levels, and in the way they were instructed from those in the earlier experiment. In the first stage, subjects were asked to look at word lists and rate 18 words as known and 18 as unknown in oral form and a second set of 18 known and 18 unknown words in written form. In the second stage, children were asked to explain how two words (presented in one of four configurations: both known, both unknown, the question word known and the choice word unknown, and the choice word known and the question word unknown) went together. It was found that children gave more semantic responses if either the question word or the choice word were known or if the word were in the oral rather than the written mode. The word in the oral mode seemed to have more stability for the upper middle-class children of this experiment than it seemed to have for the lower middle-class rural children of the earlier experiment. (TJ)

ED 165 103 CS 004 586

Garner, Ruth

Verbalization of Schemata Over Time: Investigation of Changes for Fifth Graders and Adults.

Pub Date-78

Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, Elementary Education, Higher Education, *Reading Processes, *Reading Research, *Verbal Communication

Identifiers-*Schemata

Studies of 42 fifth-grade students and 36 college undergraduates were conducted to test changes in verbalizations of schemata over time and in response to informational jolts. In both experiments, subjects were asked to write everything they could think of about dinosaurs and then to put those ideas in order of importance. Two weeks later, the subjects were divided into three groups: one was asked to repeat the earlier task; the second was asked to provide information in response to the traditionally taught statement, ``Dinosaurs are cold-blooded ancestors of today's reptiles''; and the third group was asked to respond to the recently proposed statement, ``Dinosaurs are the warm-blooded ancestors of today's birds'' (the informational jolt). Subjects were asked to put their ideas in order of importance and then were asked to indicate the statement with which they were more comfortable. It was found that language users responded to informational jolts and altered verbalized schemata. Verbalized schemata changes occurred over time and changed differentially according to the presence or absence of an informational jolt. (TJ)

ED 165 104 CS 004 587

Grawe, Nancy E.

Working with the Functionally Illiterate Adult.

Pub Date-Oct 78

Note-8p.; Paper presented at the Annual Meeting of the International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Learning, Adult Literacy, Dropout Problems, *Functional Illiteracy, *Illiterate Adults, Literacy Classes, *Literacy Education, Student Attitudes, Teacher Attitudes

Functionally illiterate adults differ in several ways from children in a learning setting: they have a broader range of experience, they are more rigid and resistant to change, they know what they want from education, they are free to drop out at any time, they may have a long history of failure, they want to see immediate and visible progress, they may become easily discouraged, and their attempts to learn may be hampered by family or financial problems. The most important factors in literacy education are the teacher and the extent to which that teacher is able to build four components into the program: love, student self-worth, fun, and student participation in making meaningful decisions. Most dropouts occur because of poor teachers, the course content, or the scheduling and location of instruction. (TJ)

Geissal, Mary Ann Knafle, June D.

The Effects of Miscue Analysis Instruction on Judgments of Seriousness of Oral Reading Errors.

Pub Date-78
Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Students, *Error Analysis (Language), Higher Education, Linguistics, *Miscue Analysis, Preservice Education, *Reading Instruction, *Reading Research, *Summative Evaluation, Teaching Methods

To determine whether miscue analysis instruction changed their perceptions of the seriousness of certain kinds of errors in children's oral reading, 60 undergraduate and graduate students were given an error survey to complete before and after being given such instruction. Each of the 32 items of the survey consisted of a pair of sentences, with children's oral reading errors marked. Students were instructed to choose the sentence with the most serious error. Items were selected according to whether the errors were graphically similar to or different from the text, semantically normal or odd, syntactically normal or odd, with or without meaning change, and a dialect variation or not. Results indicated that meaning change was a crucial factor in students' judgments of error seriousness both before and after miscue analysis instruction. However, instruction did appear to affect the way students viewed the seriousness of certain kinds of errors; in particular, dialect variations were viewed as less serious than other errors. (FL)

Otto, Jean A.

Reading: Cue Use, Achievement and Comprehension in an Adolescent Population.

Pub Date-78

Note-19p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Adolescents, Context Clues, *Cues, *Miscue Analysis, *Psycholinguistics, *Reading Achievement, *Reading Comprehension, Reading Diagnosis, *Reading Research, Secondary Education, Semantics

More than 5,000 reading miscues by 96 eighth and ninth graders were analyzed in a study designed to define specific relationships among cue use and to extend research based on Kenneth Goodman's psycholinguistic theory to the secondary level. The students read two easy and two difficult passages orally and answered questions based on them. Each miscue was rated for the achievement level of the subject based on total comprehension score; comprehension of the passage in which the miscue occurred; the graphic, grammatical, and semantic match of the miscue to text; and whether it was corrected. The results showed that students who disregarded cues were poor readers and did not comprehend, and that making distinctions across levels of grammar and graphics increased their comprehension. In addition, good readers who did not comprehend corrected more meaning-changing responses in partly grammatical structures, and more poor grammatical responses in sentences that retained sentence meaning. This indicates that information on one dimension helped readers correct information on another. When good readers minimized attention to grammatical and graphic disparities and focused on retaining sentence meaning, they comprehended material. The findings suggest that Goodman's theory can be applied successfully to the reading behavior of secondary students. (FL)

ED 165 107 CS 004 596

Best, Jane

The Relationship between Retail Merchandising in the Content Area and Its Effect on Comprehension and Reading Rate as Measured by Retail Merchandising Reading Tests Given to Selected Secondary School Students in Metropolitan Toronto.

Pub Date-Jul 78

Note-40p.; M.S.Ed. Thesis, State University of New York, Potsdam

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Content Reading, *Reading Comprehension, *Reading Rate, *Reading Research, *Retailing, Secondary Education, Sociocultural Patterns, Success Factors, Vocational Education

A total of 99 students from a Toronto secondary vocational school participated in a study to determine whether students who studied retail merchandising differed significantly in comprehension and reading rate from students who did not study retail merchandising. An experimental group composed of 50 merchandising students and a control group of 49 nonmerchandising students were given a passage on merchandising content material to read silently for one minute. After reading the passage, each student completed ten multiple-choice comprehension questions. Grade level, age, sex, race, ethnic background, and scores on a reading for understanding (RFU) measure were also elicited in order to discover factors related to reading success. The findings indicated that the study of retail merchandising had no effect on reading comprehension but did affect reading rate. The students displaying the greatest success in reading were older students in higher grades, females, whites, nonethnics, and those with high RFU scores. (An appendix contains copies of the reading tests and guidelines for the conduct of research in Toronto schools.) (FL)

ED 165 108 CS 004 600

Huus, Helen
Building with Books.
Pub Date-May 78
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Childrens Books, *Childrens Literature, Elementary Secondary Education, Fiction, *Instructional Materials, *Literature Appreciation, *Literature Guides, Nonfiction, *Reading Materials

The paper points out that while literature is primarily for enjoyment, this does not exclude concomitant learning of information, attitudes, and appreciations. It indicates that many children's books that are well-written contain an underlying ethic or moral or leave the reader with a feeling of awe and wonder at the natural and created phenomena being considered. The paper then briefly describes more than 40 books and poems for children that help the reader understand problems of life through historical novels; biographies; books of natural history, conservation, and physical science; science fiction; books of fantasy; and poetry. (TJ)

ED 165 109 CS 004 601

Vaughan, Joseph L., Jr. And Others

Construction of Ideational Scaffolds during Reading.

Pub Date-78

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Content Reading, Higher Education, *Medical Students, *Reading Comprehension, *Reading Improvement, *Reading Research, *Study Skills

Thirty-six students participated in a study of a program designed to help first-year medical students construct an ideational scaffolding as they attempted to understand their texts. They were divided into two groups: an experimental group that was given an instructional program on how to develop a hierarchical structure while reading, and a control group that received no instruction. At the end of the instructional period, the control group and the experimental group were given a reading assignment and a comprehension test. It was found that the total test score for the experimental group was higher than the score for the control group, that there was no significant difference between the two groups on scores on higher-level and middle-level concept categories, and that the experimental group did significantly better on the lower-concept category. A surprising result was that although most of the students in the experimental group were observed to construct on paper a structured overview as they read, there were no differences in the words-per-minute for the reading task between the two groups. (TJ)

ED 165 110 CS 004 602

Stewig, John Warren

Choral Reading: Who Has the Time? Why Take Time?

Pub Date-Oct 78
Note-13p.; Paper presented at the Annual International Reading Association Great Lakes Regional Conference (3rd, Cincinnati, Ohio, October 12-14, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Choral Speaking, Elementary Education, *Group Reading, *Interpretive Reading, *Poetry, *Reading Instruction, *Teaching Techniques

Choral reading can be used by teachers to enhance children's appreciation for poetry and to develop their personal, social, psychological, cognitive/affective, and language values. It is useful for teachers to begin by creating an awareness in children of the basic elements of choral reading: tempo, rhythm, pitch, stress, and juncture. Then an arrangement of the work to be read must be made: the reading can be in unison, antiphonal, cumulative, or by single voices. In presenting a sequence of choral speaking skills, teachers might begin with repetition of sounds, then go to repeated refrains, simple unison reading, and finally to small group work. The poem must be scored so that groups and individuals will know when to speak, and it should be marked so that all agree on the emphasis. In many poems, it is possible to create a verbal obbligato to provide a background appropriate to the poem. (TJ)

ED 165 111 CS 004 604

Dwyer, Edward J.

Investigating the Effectiveness of MRM Instruction on Improving Comprehension of Paragraphs.

Pub Date-78

Note-8p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Comprehension Development, Higher Education, *Reading Comprehension, *Reading Instruction, *Reading Research, *Study Skills, Teaching Techniques

A study of the effects of using the MRM (message unit verb unit message unit) instructional system on reading comprehension was studied using 69 college freshmen, 37 in an experimental group and 32 in a control group. Both groups were engaged in a variety of activities designed to promote greater reading efficiency as a regular part of their course work. In addition to the regular reading program, the experimental group worked during part of the class time with the MRM system. The procedures required the experimental group to read a selection of approximately 150 words from a text and peruse the selection for three words or short phrases (message units) they determined to be important to the essential message contained in the selection. The units were then used as the major part of a sentence containing a main idea in the selection, and the contents of the main idea sentence became the basis for determining the MRM unit that appeared to be the central idea relative to the message as a whole.

Comprehension gains were determined through pre- and posttest administration. No substantial differences were found favoring the experimental subjects. (TJ)

ED 165 112 CS 004 606

Bean, Thomas W.

The Influence of a Structured Overview on University Students' Short and Long Term Comprehension.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Advance Organizers, Cognitive Processes, Directed Reading Activity, Discourse Analysis, Higher Education, *Performance Factors, *Reading Comprehension, *Reading Research, *Retention, *Teaching Techniques

An investigation was conducted to ascertain the effects of the structured overview on both the short-term and long-term comprehension of average and below average readers. The subjects were 143 college students classified as average or below average readers and randomly assigned to either a structured overview (65) or a control group (78). Both groups read an article of college level difficulty; students in the structured overview group completed a prereading, teacher-guided discussion of major concepts from the article as they were depicted on the overview. Both groups completed a ten-item multiple choice test on the article immediately following the reading and again one week later. Results showed a significant difference in short-term comprehension favoring the structured overview over the control group, and a significant difference in short-term comprehension favoring average readers over below average readers in both groups. There was no significant difference between the groups on the long-term measure. The differential effect of the overview for average and below average readers suggests that reading achievement is an important independent variable in investigations of adjunct learning aids. (TJ)

ED 165 113 CS 004 609

Chambliss, Stella W.

Reading Improvement: Activities for Individualizing Reading Instruction in Elementary Schools.

East Carolina Univ., Greenville, N.C. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 77

Note-92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Behavioral Objectives, Educational Games, Elementary Education, *Individualized Reading, *Instructional Materials, *Learning Activities, *Reading Improvement, *Reading Instruction, Reading Skills, Skill Development, *Teacher Developed Materials

Activities and games that have been used successfully in elementary classrooms are contained in this booklet intended for use by educators who wish to develop simple and inexpensive individualized reading materials. The activities emphasize the improvement of a variety of skills, including knowledge of antonyms, categorizing, compound words, main idea, prefixes, sentence meaning, and syllabication. Each activity identifies the skill to be developed, lists the materials needed, and offers directions for students and for construction of materials. The booklet concludes with a number of word lists for use in starting the games or activities. Among them are lists of C'' and G'' words, synonyms, compound words, survival words, words describing types of transportation, and CB slang. (FL)

ED 165 114 CS 004 610

Reder, Lynne M.

Comprehension and Retention of Prose: A Literature Review. Technical Report No. 108.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Contract-400-76-0116

Note-116p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Discourse Analysis, *Literature Reviews, Memory, Models, *Prose, *Reading Comprehension, *Reading Research, Recall (Psychological), Retention Studies, Semantics, Structural Analysis, Structural Grammar

Identifiers-*Center for the Study of Reading (Illinois), *Schemata

This literature review explores research that has been done on prose comprehension and retention. The first section discusses investigations of factors that affect the amount of recall, including instructionally relevant experiments, research using additional context as external aids, and investigations that test the generalizability of verbal learning results to connected discourse. The second section discusses representation of text structures, including representations of logical relations, representations concerned with more complex relations, formal models of text structure, and story grammars. A third section discusses the use of world knowledge to aid comprehension, including schemata, frames, and prototypes; necessary inferences; scripts, plans, and goals; the script-elaboration model; and experimental evidence in support of the elaboration theory. The paper closes with general conclusions and implications for education. (TJ)

ED 165 115 CS 004 611

Ortony, Andrew

Some Psycholinguistic Aspects of Metaphor. Technical Report No. 112.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Academy of Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Contract-400-76-0116

Note-38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Communication (Thought Transfer), *Comprehension, Context Clues, Definitions, Figurative Language, Language Usage, *Metaphors, *Psycholinguistics, Reading Comprehension, *Reading Research, *Semantics

Identifiers-*Center for the Study of Reading (Illinois)

The standard dictionary definition of a metaphor a word or phrase applied to an object or concept that it does not literally denote in order to suggest comparison with another object or concept is inadequate in that it does not deal with whole sentence metaphors and that it provides no way of distinguishing between a metaphor and a semantic anomaly or a falsehood. A superior, alternative definition is that a metaphor is the use of an expression that is contextually anomalous and for which the metaphoric tension is in principle eliminable. Tension elimination can be conveniently discussed in terms of three functions that metaphors can perform: expressing things that are literally inexpressible, conveying concepts in a compact manner, and expressing ideas vividly. Results of experiments on the comprehension of metaphors suggest that two important variables affecting the comprehension of nonliteral uses of language in general, and of metaphors in particular, are the nature of and the amount of contextual support. Finally, it might seem that there is an important difference between metaphors and similes because the apparent violation of conversational postulates, at least of the sincerity postulate, is immediately obvious in the case of the metaphor, but much less obvious for the simile. (GW)

ED 165 116 CS 004 613

Tirre, William C. And Others

The Effects of Imaginal and Verbal Strategies on Prose Comprehension in Adults. Technical Report No. 110.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Contract-400-76-0116

Note-27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Comparative Analysis, Discourse Analysis, Higher Education, *Memory, *Prose, *Reading Comprehension, *Reading Research, Semantics, *Verbal Learning, *Visualization

Identifiers-*Center for the Study of Reading (Illinois)

A study involving 80 undergraduate students was undertaken to test the use of imaginal and verbal strategies to remember and comprehend concrete and abstract prose passages. Sets of three to five words were selected from each passage. After reading a passage, the subjects were instructed to process the words either verbally or imaginally by writing a series of sentences or by drawing a picture. In a second session, the subjects were given two tests: a multiple choice test to measure the subject's understanding of the relationship between elements of each word set, and a production test to test the subject's production of the relationships between the study words. The results showed that on the multiple-choice tests the verbal strategy was better than the imaginal strategy, and the effect of the concreteness of the passage and the interaction between concreteness and strategy were not significant. On the production test, there was a trend in favor of the verbal strategy, the effect of concreteness was significant, and the interaction between concreteness and strategy was not significant. (TJ)

ED 165 117 CS 004 614

Wardrop, James L. And Others

A Framework for Analyzing Reading Test Characteristics. Technical Report No. 109.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Contract-400-76-0116

Note-65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Elementary Secondary Education, Predictive Validity, *Reading Comprehension, *Reading Research, *Reading Tests, *Test Construction, *Testing, Test Selection

Identifiers-*Center for the Study of Reading (Illinois)

To provide a structure for describing different approaches to testing, five dimensions along which reading tests may differ have been identified. They are: test uses, item generation, item revision, assessment of precision, and validation. Each dimension contains variations that reflect O.K. Buros's distinction between differentiation and measurement. These dimensions were used to profile representative reading comprehension tests. Only standardized, norm-referenced achievement tests, whose uses emphasize differentiation, were found to have an inference system consistent with those intended uses. No tests were found having inference systems consistent with such intended uses as certifying competence, diagnosing strengths and weaknesses, and tracking progress uses that emphasize the measurement function of tests. Tests constructed using a domain-referenced approach would yield such an inference system and fill some gaps in the array of currently available measures of reading comprehension. (Author/FL)

ED 165 118 CS 004 615

Pearson, P. David Kamil, Michael L.

Basic Processes and Instructional Practices in Teaching Reading. Reading Education Report No. 7.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Contract-400-76-0116

Note-29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Beginning Reading, Cognitive Processes, Decision Making, Educational Practice, *Educational Theories, Elementary Education, *Models, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Material Selection, *Reading Processes, *Reading Skills, Semantics, *Teaching Methods

Identifiers-*Center for the Study of Reading (Illinois)

Informal reading models, although more like metaphors than truly scientific models, may be just as useful in making instructional decisions as formal models are in physical science. Models are a vital part of the instructional process even when teachers are not consciously aware of their presence. Three classes of reading models are bottom-up models, which assume that the translation from print to meaning begins with the print; top-down models, which assume that the translation process begins in the mind of the reader with an hypothesis or guess about meaning; and interactive models, which assume that the two types of processing are interactive. Components that are included in most models of reading are attention and capacity, memory, sensory capabilities, and perception, while common exclusions from models are intelligence, motivation, and instructional setting. Alternative, and sometimes opposing, decisions derive from alternative models in the areas of initial program emphasis, reading subskills, skill sequence, integration of reading activities, amount and type of practice, attention to oral reading errors, selection of reading materials, and diagnosis and remediation of reading difficulties. Teachers should try to articulate and make explicit whatever implicit models seem to guide their teaching behavior. (GW)

Seaton, Hal W. And Others

The Relationship of Self-Concept, Knowledge of Reading, and Teacher Effectiveness.

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Effective Teaching, Elementary School Teachers, *Knowledge Level, Primary Education, *Reading Instruction, *Reading Research, *Self Concept, Teacher Attitudes, *Teacher Characteristics, Teacher Evaluation, Teaching Experience, Teaching Skills

The relationship of teacher self-concept, knowledge of skills for teaching reading, and teaching effectiveness as judged by reading supervisors was examined in a study of 101 primary school teachers. The teachers were administered self-concept and knowledge of reading tests, and the effectiveness of each teacher was evaluated by a reading supervisor and the school principal. In addition, the teachers rated their own effectiveness. Their years of teaching experience and background were also examined. The results indicated that teacher self-concept and years of teaching experience were the best predictors of teacher knowledge of reading, while the knowledge factor was a highly significant predictor of teacher effectiveness. Other findings suggested that the most effective teachers as judged by reading supervisors had the least knowledge of skills for teaching reading and the poorest self-concept and that, conversely, those teachers judged least effective had the greatest knowledge of skills for teaching reading and the highest self-concept. (FL)

ED 165 120 CS 004 617

Kurth, Ruth Justine

A Comparison of Small Group and Individualized Instruction in Junior College Remedial Reading Programs.

Pub Date-Dec 78

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Freshmen, *Individual Instruction, Junior Colleges, Junior College Students, Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills, *Remedial Reading, *Small Group Instruction

A total of 108 junior college freshmen participated in a study comparing the effectiveness of small group instruction with individualized instruction in remedial reading programs. Sixty of the subjects were taught in a small group classroom setting (ten students per class), while the remaining subjects received individualized instruction in a laboratory setting. Instructors were asked to emphasize word recognition, vocabulary, and comprehension skills. An analysis of pretest and posttest scores indicated that the teaching of reading comprehension and vocabulary skills was more effective when done in small group sessions than in individualized sessions. (FL)

ED 165 121 CS 004 619

Buchman, Michael

The Validity of IQ, Underachievement, and Differential Vocabulary as Predictors of Remedial Reading Success of Seventh and Eighth Grade Low Achievers.

Pub Date-May 79

Note-72p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Economically Disadvantaged, Elementary Education, Intelligence, Learning Processes, *Low Achievers, Masters Theses, Minority Group Children, *Predictor Variables, *Reading Achievement, *Reading Research, *Remedial Reading, Underachievers, Vocabulary Skills

Forty low-achieving seventh and eighth grade students were involved in a study to ascertain whether intelligence, underachievement, or the difference between aural and sight vocabularies could predict relative learning rate with respect to reading achievement gains. For purposes of the study, relative learning rate'' was defined as the ratio of the learning rate during remediation to the learning rate prior to remediation. The subjects, more than 70% of whom were nonwhite and 50% of whom were economically disadvantaged, were administered standardized intelligence and reading achievement measures and an experimental differential vocabulary test in late 1977, and a reading achievement posttest in May 1978. Analysis of the test data showed that the three predictor variables were not effective in forecasting remedial reading success; moreover, there was a trend for subjects with low predictive characteristics to gain more than subjects with high predictive characteristics. The findings suggest that the use of intelligence scores and underachievement measures based on intelligence and prior reading achievement are unreliable for economically disadvantaged, minority low-achievers. (FL)

ED 165 122 CS 004 620

Hawkins, Joseph A., Jr. Bartlett, Joan C.

The Relationship between Study Skills Reinforcement and Academic Performance of Underachieving Science Majors.

Pub Date-78

Note-16p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, College Students, *Content Reading, *Dropout Prevention, Educational Research, Health Education, Higher Education, *Low Achievers, Reading Skills, *Remedial Programs, Science Instruction, Skill Centers, Student Needs, *Study Skills

More than 50 college students participated in an investigation of the extent to which content area study skills programs influenced the attrition rates and grade point averages of health science students whose performance was marginal. Two experimental study skills programs were developed. In the first, 11 students were placed in a how to study the sciences'' course that lasted for one semester. While the attrition rate for this group was lower than that for a matched control group in a general survey study skills course, there was no significant difference in the grade point averages of the two groups. In the second program, 23 students were placed in a studying the sciences'' five-week minicourse. After the course, the grade point averages of these students were slightly, but not significantly, higher than their averages before the course. Overall results indicate that marginal students require more than a one-semester or half-semester study skills course. (FL)

ED 165 123 CS 004 623

Shepherd, David L.

Basic Literacy through the Content Areas in the Secondary School.

Pub Date-Nov 78

Note-8p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Basic Skills, *Content Reading, Daily Living Skills, Human Development, *Humanistic Education, Integrated Activities, Intellectual Disciplines, *Language Skills, *Literacy, Process Education, Secondary Education, *Skill Development, Study Skills, Teaching Techniques

One of the necessities of basic literacy basic knowledge is divided into specific content area disciplines for instructional purposes; but the other need competence in language skills can and should be taught by teachers in all disciplines. High school content area teachers can promote the tenets of basic literacy by emphasizing the effective use of skills to process the growing scope of human knowledge, by teaching students how to read and study independently, and by teaching language skills that are relevant and pertinent to their particular academic disciplines. Specific techniques that teachers can use include having students share experiences, study together in small groups, rewrite materials in their own words, and do as much supplementary reading in the subject area as possible. Teachers can also use "job contracts" when making assignments, establish lesson procedures that prepare students for learning the materials, note appropriate study procedures, point out patterns of informational organization, explain the use of graphic aids, reinforce printed materials with the audiovisual materials, foster student vocabulary development and word recognition skills, structure assignments to ensure their successful completion, and use open-ended questions that apply the information and skills to lifelike situations. (RL)

ED 165 124 CS 004 624

Sullivan, Emilie Paul

A Survey of Kindergarten Reading Practices in Arkansas.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Beginning Reading, *Early Reading, *Educational Practice, *Kindergarten, Kindergarten Children, *Reading Instruction, Reading Research, Surveys, *Teacher Attitudes, Teacher Characteristics, Teaching Methods

Identifiers-Arkansas

A total of 107 Arkansas kindergarten teachers responded to a questionnaire designed to identify their attitudes and practices. The questionnaire elicited information concerning the teachers' experiential background, the methods and materials they used to teach reading skills, the prereading and reading skills taught, and their opinions about reading instruction in kindergarten. The results showed that the majority of respondents had more than three years of teaching experience and had completed one or more reading methods courses. The majority also indicated that they used commercial and teacher-made worksheets, taught phonics skills, and gave instruction in writing letters of the alphabet. Seventy-six percent of the teachers responded that they were opposed to formal reading instruction in kindergarten, preferring instead a more traditional readiness language development program. The actual teaching practices reported, however, suggest that these teachers go beyond such a program in their instruction. (FL)

ED 165 125 CS 004 626

Smith, Cyrus F., Jr. Western, Richard D.

Reading Proficiency and Standardized Tests: Another Objection.

Pub Date-78

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Elementary Secondary Education, Grade 10, Reading Ability, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Tests, Standardized Tests, *Test Construction, *Testing Problems, *Test Validity

Identifiers-Stanford Test of Academic Skills

Reading comprehension tests usually contain reading passages followed by multiple choice questions about the passages; but one potential weakness of this format is that the questions may be passage independent,'' answerable without necessarily reading the passage first. When examining this phenomenon by assessing a particular test, the Stanford Test of Academic Skills,'' researchers administered two forms of the test to 101 tenth graders. One group (49 students) answered Form A test items without reading the passage, then read the Form B passage and answered those questions. The other group (52 students) read the Form A passage and answered its questions, then completed Form B test items without reading the Form B passage. Analysis of test scores shows that both groups achieved significantly higher scores in passage-independent conditions than chance (normal distribution approximations) would predict. These results, coming in the midst of greater demands for tests of basic skills such as reading proficiency, raise doubts about the value of standardized reading tests as they are presently constructed. (RL)

ED 165 126 CS 004 627

Stansell, John C. Hubert, Pat S.

Theoretical Orientation toward Reading among Preservice Teachers: A Preliminary Study.

Pub Date-78

Note-8p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Higher Education, *Learning Theories, *Preser[illegible]ce Education, *Reading Instruction, *Reading Research, Reading Skills, *Teacher Attitudes, Teacher Education

A study among 207 preservice teachers was conducted to discover their patterns of theoretical orientation toward reading and whether such patterns differed between students seeking elementary certification and those seeking secondary certification. The students responded in writing to an interview about reading, presented in the form of a questionnaire. The answers were analyzed as representing decoding, skills, or whole language orientation. It was discovered that there was a significant tendency to prefer a skills orientation in each subgroup and in the entire sample. No significant differences appeared between the subgroups. (TJ)

ED 165 127 CS 004 628

Winkeljohann, Rosemary

Oral Language Instruction in the United States: The State of the Arts.

Pub Date-Aug 78

Note 13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, Germany, August 1-3, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Child Language, *Educational Practice, Elementary Education, *Language Arts, *Language Development, Language Skills, Reading, Surveys, *Teacher Attitudes, *Teacher Education, Writing Skills

Identifiers-*Oral Language

To ascertain what type of environment exists in elementary classrooms in the United States to stimulate oral language, questionnaires were mailed to 500 classroom teachers. Data from the 412 respondents indicated that 83% believed their college courses in language arts had not prepared them to encourage the development of children's language, and 25% believed that reading to children was good because it increased vocabulary. In addition, the results showed that teachers were not clear on the purpose of oral language, that they did not understand the relationship between oral and written language, that 75% of the schools surveyed did not have an oral language curriculum, and that generally little attention was paid to the oral language of children as long as they could answer the teacher's questions. Teachers could improve instruction in oral language by creating an environment in which children are encouraged to develop oral language, combining Michael Halliday's theory that language use and purpose are the heart of language learning with Walter Loban's concept of growth stages in syntactic complexity, and by teaching children to use the oral language process of talking to others or to themselves as one step in the reading process. (TJ)

ED 165 128 CS 004 630

Geis, Lynna Carney, Myrna L.

Reading Ability, College Grades, and Attrition: A Two-Year Study.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, College Students, *Grade Prediction, Higher Education, *Predictive Ability (Testing), Predictor Variables, *Reading Ability, *Reading Research, *School Holding Power, Self Concept

To investigate relationships among reading scores, college academic performance, degree expectations, self-assessed skills, and retention, data from The Nelson-Denny Reading Test'' and background information from The New Student Survey'' were correlated with the freshman year academic performance and enrollment status at the beginning of the junior year of 490 students. Comparisons of correlations by academic fields of study revealed differences in predictive strength of the variables. The data indicated students' self-assessed skills were significantly related to actual reading scores, and that academic performance and retention could be predicted with moderate reliability using the Nelson-Denny Reading Test scores and students' self-assessed degree of preparation, and their degree expectations. (Author/TJ)

ED 165 129 CS 004 632

Antos, Stephen J.

Processing Facilitation in a Lexical Decision Task. Technical Report No. 113.

Bolt, Beranek and Newman, Inc., Cambridge, Mass., Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Contract-400-76-0116

Note-84p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Cognitive Processes, College Students, *Cues, Higher Education, Memory, *Reading Processes, *Reading Research, *Semantics, Time Factors (Learning), *Word Recognition

Identifiers-*Center for the Study of Reading IL

College undergraduates participated in a cost/benefit analysis and a speed/accuracy analysis of semantic priming in a lexical decision task. In both studies, half the cues were neutral and half were words from 30 semantic categories. Word targets were the category names, and nonword targets were derived from those names. The cue-word was valid 80% of the time and invalid 20% of the time. In the first experiment, cue time, a between groups factor, was either 200, 300, 400, 500, or 700 milliseconds (msec). It was found that valid cues produced facilitation at cue times as short as 400 msec, and invalid cues produced inhibition at cue times as short as 200 msec. The second experiment used a response-signal technique to collect information about the speed/accuracy trade-off in a lexical decision task. Cues were always presented for 800 msec, and targets were presented for varying time periods. Results indicated that subjects are capable of trading accuracy for speed, invalid cues can lower discriminability, and response bias in an active component in priming. The two experiments indicate that discriminability, criterion bias, and response bias seem to be integrated in providing facilitation, but that simple applications of criterion bias or response bias alone do not adequately explain the facilitation effect. (Author/GT)

ED 165 130 CS 004 633

Gentner, Dedre
Semantic Integration at the Level of Verb Meaning. Technical Report No. 114.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Public Health Service (DHEW), Washington, D.C.; Washington Univ., Seattle.
Report No.-BBB-3826
Pub Date-Feb 79
Contract-400-76-0116; USPHS-MH-10835-07
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Association (Psychological), Associative Learning, *Cognitive Processes, Comprehension, Connected Discourse, Higher Education, *Language Research, *Reading Processes, Recall (Psychological), *Semantics, *Verbs

Twenty college students, ten each in the experimental and control groups, were the subjects of an experiment designed to demonstrate that integration of verb meanings occurs in connected discourse. Six paragraph-length stories, each of which included one or two critical sentences containing a general verb, were presented orally to the subjects. The experimental versions included an extra sentence or phrase whose meaning, when combined with the meaning of the general verb, was hypothesized to produce the meaning of a particular more specific verb. After hearing the stories, the subjects were administered a recall test containing four to eight sentences from each story, each with a missing word that the subjects were asked to fill in. The verbs of the critical sentences were always used. Results showed that subjects in the experimental group were more likely to recall the specific verb than were control subjects, that the effect of inserting material was stronger for some pairs than for others, and that the inserted material acted specifically to shift recall from the general verb to the particular specific verb predicted. (TJ)

Gearhart, Maryl Hall, William S.
Internal State Words: Cultural and Situational Variation in Vocabulary Usage. Technical Report No. 115.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-76-0116
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Child Language, *Classification, *Cognitive Processes, Communication Problems, *Cultural Differences, Definitions, Early Childhood Education, Environmental Influences, Language Development, *Language Research, Language Usage, Parent Child Relationship, *Semantics, Student Teacher Relationship, *Vocabulary, Vocabulary Skills
Identifiers-*Center for the Study of Reading (Illinois)

A set of procedures for coding internal state words (those words representing mental states and perceptual experiences), developed for application to data on the language of young children and those with whom they converse, is described in this report. The report first discusses the rationale for studying cultural variation in vocabulary use, the cognitive consequences of vocabulary growth, and the rationale for studying internal state words. The following procedures used for coding words are then described: determination of the proportion of each speaker's total tokens at home and at school that were internal state tokens and the proportion that occurred in each of three domains (cognitive, perceptual, and affective), the coding of the tokens for ``semanticity'' (the relation of the word's meaning to the meaning of the utterance as a whole), and the assignation of a dictionary definition to each semantic token. Sample dialogues between children and adults are then presented to illustrate possible categories to which mental state words can be assigned. The report includes numerous tables of data on such topics as categories of internal state vocabulary, distributions of internal state tokens for individual children, and categorizations of specific internal state words used. (GT)

ED 165 132 CS 004 641

Palmatier, Robert A., Ed.
Epistle. Pub Date-78
Note-24p.
Journal Cit-Epistle; v5 n3 Entire Issue Sum 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Higher Education, Methods Courses, *Reading Consultants, *Reading Instruction, Reading Research, *Student Evaluation of Teacher Performance, Student Opinion, *Teacher Education, *Teacher Improvement, Teaching Skills, *Tests

This journal issue deals with training teachers of reading. The four articles discuss a summer reading methods practicum that worked, how students rate their reading instructors, how reading consultants can survive school politics, and college students' perceptions of the fairness and the difficulty of examinations. (FL)

ED 165 133 CS 004 642

Jund, Suzanne, Ed.
Theme: Focus on Vocabulary Skills.

Wisconsin State Reading Association, West Allis.
Pub Date-Jan 79
Note-68p.; Not available in hard copy due to marginal legibility
Journal Cit-Wisconsin Reading Association Journal; v23 n2 Entire Issue Jan 1979
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Reading Instruction, Reading Research, *Reading Skills, Semantics, Teaching Techniques, *Vocabulary Skills, Vocational Education, Word Lists

The eight articles in this journal issue focus on vocabulary skills. The topics covered are semantic feature analysis, the use of highway survival terms in a vocabulary list, making vocabulary interesting to secondary students, word lists, the use of newspapers in creating vocabulary lists, six strategies underlying effective vocabulary programs, vocabulary instruction at the technical school, and semantics for teenagers. Regular journal features include a review of research on vocabulary and memory, a discussion of the role of parents in child language development, a list of vocabulary materials available to teachers, and reviews of professional materials. (FL)

ED 165 134 CS 004 647

Legenza, Alice Knafle, June D.

The Effective Components of Children's Pictures.

Pub Date-78

Note-8p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978) ; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Basic Reading, *Educational Research, *Illustrations, *Pictorial Stimuli, Primary Education, *Reading Materials, Student Reaction, *Textbook Research

A study was undertaken to determine what factors distinguish low potency pictures (those that elicit a relatively low amount of language) from high potency pictures. Pictures were selected from eight first and second grade readers and classified according to the Picture Potency Formula. The results indicated that three factors were found to be consistently present in pictures to which children responded highly, but were not present in pictures to which children responded to a lesser extent. These factors were the number of actions, the number of children, and the number of people in the pictures. (TJ)

ED 165 135 CS 204 297

Daley, Patrick J. Soloski, John

Marxism and Communication.

Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (51st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Capitalism, *Communication (Thought Transfer), *Economic Development, *Language, Language Role, *Mass Media, Research, Semiotics
Identifiers-*Advertising, Communication Research, Engels (Friedrich), Marx (Karl), *Marxism

Karl Marx and Friedrich Engels had little to say specifically about communication and language, but their works hint at the direction their critique of communication might have taken. Language and consciousness are conditioned by specific means of production and sociopolitical circumstances and are therefore ideological. The domain of ideology coincides with the domain of signs (words with meaning); whenever a sign is present, ideology is present. Each class within a society accents the particular connotations of its signs that enhance its own interests; these different accents result in the class struggle. The ruling class in capitalism creates and sustains its ideology and restricts social intercourse by organizing the economic forces of society. Also, capitalism and the mass media developed together as it became necessary for merchants to be aware of world events. The mass media exploit workers by attempting to make the capitalistic ideology uniaccentual. As part of the production process spread by the mass media, advertising exploits workers in the economy and in the world market. Communication research, like most social sciences, is grounded in the status quo and reproduces the uniaccentuality of the ruling class ideology. (TJ)

ED 165 136 CS 204 302

Grossberg, Lawrence Christians, Clifford G.

Hermeneutics and the Study of Communication.

Pub Date-Aug 78

Note-41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Communication (Thought Transfer), Greek Civilization, *Historical Reviews, Intellectual Disciplines, *Intellectual History, Language, Linguistics, *Literature Reviews, Philosophy, Reading Comprehension, Research, Semantics

Identifiers-*Communication Research, *Hermeneutics

The manner in which hermeneutics (the study of the interpretive process) has treated the phenomenon of interpretation is examined in this paper. Following a historical review of hermeneutics from its Hellenic roots through the phase of traditional hermeneutics to the major reformulation of the field by Friedrich Schleiermacher and Wilhelm Dilthey in the nineteenth century, the paper describes contemporary phenomenological hermeneutics. It points out that in phenomenological hermeneutics meaning is fundamental, subjectivity is redefined as being-interpreted, objectivity is redefined as historicity (the ongoingness of interpretation beyond the existential possibilities of individuals), language is an active presence in the constitutive structure of meaning or existence, understanding is an event of language, and communication is the ongoing process of interpretation within language. It then discusses Paul Ricoeur's theory of comprehension and his model that permits the isolation of major issues in any theory of interpretation; and it outlines the work of contemporary French "poststructuralists." The conclusion discusses stumbling blocks to the isolation and identification of the methodological implications of hermeneutical theorizing and discusses the implications of hermeneutics for current social theorizing and communication research. (GW)

Chaffee, Steven H. Choe, Sun Yuel

Time of Decision and Media Use During the Ford-Carter Campaign.

Pub Date-Aug 78
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Decision Making, *Elections, *Mass Media, *Media Research, Persuasive Discourse, Political Affiliation, *Political Issues, Speech Communication, Surveys; *Voting
Identifiers-*Presidential Campaigns

Data from a series of surveys of voters in the Midwest, conducted during the 1976 presidential election campaign, were used to explore the effects of the campaign in relation to when people decided for whom to vote. A second purpose was to consider the adequacy of the traditional dichotomous model of voters: people who make up their minds early pay close attention to the media campaign, while people who make up their minds late pay little attention to the media campaign. The results indicated the following: exposure to the campaign is necessary for media effects; partisan precommitment is sufficient to prevent those effects; in the absence of precommitment, those exposed to the campaign will make their decisions on the basis of its content; and in the absence of precommitment, those who are not exposed to the campaign will vote on the basis of prior party identification. Finally, those who decided for whom to vote during the campaign made up 40% of the sample. (TJ)

ED 165 138 CS 204 400

Coulson, David

Antitrust Law and the Media: Making the Newspapers Safe for Democracy.

Pub Date-Aug 78

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Broadcast Industry, Communication (Thought Transfer), Competition, *Court Litigation, *Economic Factors, Federal Regulation, *Freedom of Speech, Journalism, Laws, *Mass Media, *News Media, *Newspapers

Identifiers-*Ownership

A number of constitutional and economic problems are involved in the process of insuring a free press. The enforcement of antitrust laws by the Justice Department can, but does not, provide adequate safeguards for the public. Beginning with the 1945 Supreme Court decision, Associated Press v. United States,'' many court decisions have been made concerning competitive principles, antitrust, and newspapers. Some of the issues involved include diversity of news and opinions; newspapers acting as local monopolies; the growth of newspaper chains and the resulting demise of independently owned newspapers; the financial difficulties of purchasing, establishing, and operating a competing newspaper; joint operation of competing newspapers; the fairness doctrine; the powers of the licensing agency for the broadcast industry; and divestiture when a newspaper owns a radio or television station in the same city. Any answer to the question of how to insure the existence of a free press must include a program that encourages new capital investment in the newspaper industry to stimulate competition, thereby forcing newspapers to give greater attention to opposing views and matters of public interest. (TJ)

ED 165 139 CS 204 414

Schwartz, Stuart H.

The Development and Application of a Cognitive Map'' to the Daily Newspaper Newsroom.

Pub Date-Aug 78

Note-42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior Patterns, *Cognitive Processes, *Employee Attitudes, Group Norms, Journalism, *Media Research, *Newspapers, *Organizational Communication, Personality Assessment, *Personal Values, Socialization, Social Values

Identifiers-*Cognitive Maps

People's cognitive maps (images of self, beliefs and values, evaluations of relationships with individuals and groups) determine attitudes and behavior, provide the basis for communication, and determine in part their response to events. The cognitive map of an organization performs the same function for groups. Thirty-five newspaper employees from five daily newspapers in New York, Connecticut, and Massachusetts were interviewed to discover demographic characteristics and then were asked to do a Q-sort of 50 items related to personal values. Five distinct types showed up: the free spirit (a generally upbeat outlook on life, better educated, younger, less experienced); the grim upholder of the social order (orientation based on traditional values, slightly older than and less educated than the sample average); the disciplined independent (views work as a major element of life, efficient, self-controlled, has high-responsibility positions); the responsible hedonist (concerned with personal pleasure and comfort); and the benevolent moralist (has intense views about the propriety of the beliefs and actions of others). (TJ)

Huse, Nancy Lyman
Language Power: Getting, Spending, But Not Laying Waste.
Pub Date-Oct 78
Note-30p.; Paper presented at the Annual Fall Conference of the Illinois Association of Teachers of English (71st, Chicago, Illinois, October 20-21, 1978); Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Composition (Literary), Educational History, *Educational Research, *Educational Trends, *English Instruction, *Grammar, Higher Education, Language Skills, Secondary Education, *Teaching Techniques, Writing Skills
Identifiers-Composition Process

The first section of this paper notes that, out of the frustration they feel in lacking a coherent, definitive system for sequencing language instruction, English teachers sometimes turn to the system of grammar teaching used in the past. It then suggests that the English teaching profession is moving through a Romantic age toward a new Classical era and sketches three stages in current writing theory and practice: the controversy about the effect of grammar instruction on writing (Romantic doubt), the freeing and development of students' ability (Romantic optimism), and combination of an emphasis on individuality with an emphasis on system (Classic emphasis). It then discusses research into writing as a process, writing for audiences, the history of writing instruction, and the relationship of writing to consciousness. The second section of the paper describes 25 teaching techniques that permit an open-choice, experience-based format for writing while allowing for some "grammar interventions" during prewriting, editing, and proofreading. Four appendixes provide sample materials; student worksheets; an outline of competency levels in grammar and usage, sentence structure, and paragraph development; and a class-composed poem generated in the process of teaching grammar. (GW)

ED 165 141	CS 204 501

Chatman, Seymour

Story and Discourse: Narrative Structure in Fiction and Film.

Pub Date-78

Note-267p.

Available from-Cornell University Press, 124 Roberts Place, Ithaca, New York 14850 ($14.50 cloth)

Document Not Available from EDRS.

Descriptors-Creative Writing, *Discourse Analysis, *Fiction, Films, *Literary Analysis, *Literary Conventions, Literature, *Narration, Story Telling, *Theories

The purpose of this book is to provide a reasoned account of narrative structure, the elements of storytelling, and their combination and articulation. As explained in the introductory chapter, the what'' of narrative is the story, its events (actions, happenings) and existents (characters and settings); the way'' of narrative is discourse, or expression, which includes the structure of narrative transmission (whether a real, implied, covert, or overt narrator or no narrator at all) and its manifestations. Each of these components is illustrated with discussions of novels, short stories, and films in four chapters about story events, story existents, the discourse of nonnarrated stories, and covert versus overt narrators. Rather than categorizing the types of narrative form and development, the discussions identify features that mark the degree to which particular narrative components come to bear on the literary work as a whole. Two indexes (author/title and subject) and a diagram of narrative structure according to the proposed theory complete the text. (RL)

ED 165 142 CS 204 508

Miller, Susan

The Development of the Ability to Write Argumentation: Moral and Rhetorical Maturity.

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Development, *Cognitive Processes, College Freshmen, *Composition (Literary), *English Instruction, Higher Education, *Moral Development, Rhetoric, *Writing Skills

Identifiers-*Kohlberg (Lawrence)

Freshman composition students have difficulties in moving to new stages of cognitive ability similar to the difficulties experienced by poorer writers in moving to new levels of syntactic maturity. A model of moral/cognitive development created by Lawrence Kohlberg indicates that human responses to moral choices move through as many as six stages of moral growth. Freshman composition students assigned one of Kohlberg's moral dilemma problems consistently gave responses that were between Kohlberg's stages three and four. One implication of this finding is that more accurate developmental models for teaching writing must go beyond those for remedial-level instruction to develop a model of cognitive growth in nonremedial students. Kohlberg notes a moving ahead and falling back in moral-cognitive development which seems to be paralleled in the development of cognitive complexity and rhetorical strategies. A second implication may be that the cognitive growth of students must be initiated by putting students in writing and discussion situations that lead them toward the level of moral/cognitive development typical of those who appreciate most literature. More highly developed writing and cognition will be fostered by teaching the terminology of complicated perspectives. (Student responses to a moral dilemma problem are appended.) (TJ)

ED 165 143 CS 204 534

Gantz, Walter

The Movement of Taboos: A Message-Oriented Approach.

Pub Date-Aug 78

Note-46p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior Change, *Beliefs, *Change Strategies, *Communication (Thought Transfer), Information Dissemination, *Mass Media, Media Research, *Social Change, Social Values

Identifiers-*Taboos

Defining "taboos" as laws, norms, or personal beliefs specifying situations in which behaviors or topics should not be performed or communicated about, this paper provides a conceptual and theoretical communication perspective governing the movement of taboos in social change situations. Applying Joseph Woelfel's message-oriented linear force aggregation theory to taboos, the paper provides a theoretical rationale for five methods of taboo removal: relabeling the taboo, offering "diffuser" incentives, legalizing it, promoting the idea of popular approval of it, and creating a festive atmosphere around it. The paper also discusses ways in which mass media antitaboo campaigns can overcome the barriers that seem to mitigate media effects, and it concludes with a list of five hypotheses to test the role of the media in taboo-reducing campaigns. (Author/FL)

ED 165 144 CS 204 540

Dykhouse, Caroline Dow
Privacy Law and Print Photojournalism.
Pub Date-Aug 78
Note-31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Court Litigation, Freedom of Speech, Guidelines, *Journalism, *Legal Problems, *Legal Responsibility, *News Media, News Reporting, *Photographs, Photography, *Privacy, Torts

Reviews of publications about privacy law, of recent court actions, and of interviews with newspaper photographers and attorneys indicate that torts of privacy often conflict with the freedoms to publish and to gather news. Although some guidelines have already been established (about running distorted pictures, ``stealing'' pictures, taking pictures in courtrooms), some areas of uncertainty exist in the expansion of privacy laws to include torts of false light (misrepresenting the facts either by darkroom or lens distortion or by misinformation in captions), invasion of privacy (publishing embarrassing private facts), and appropriation (making money at the expense of someone's privacy). In general, photographers have not adjusted their picture taking procedures, tending to let editors and attorneys sort out the difficulties attendant to printing news photographs. But procedures could be developed to minimize exposure to lawsuits. Besides the general rules already established, these procedures might include getting identifications from all principals in shots (making them aware of the picture taking), requiring photographers to check captions on their photographs prior to publication, and providing a standard release form for all minors who are photographed. (RL)

ED 165 145 CS 204 572

Rosenblatt, Louise M.

The Reader, the Text, the Poem: The Transactional Theory of the Literary Work.

Pub Date-78

Note-188p.

Available from-Southern Illinois University Press, Post Office Box 3697, Carbondale, Illinois 62901 ($10.95 cloth)

Document Not Available from EDRS.

Descriptors-Content Reading, *Critical Reading, *Impressionistic Criticism, *Literary Analysis, Literature, *Literature Appreciation, *Poetry, Response Mode, Theories

Identifiers-*Reader Response, *Transactional Criticism

Transactional literary theory centers on the reader's contribution in the two-way relationship with the literary text, lifting the reader to a prominent, essential position along with the author and the text. It develops the premise that the reader evokes a literary work through selective attention to the details of the author's "paper and ink." Two types of reading are distinguished: "efferent" reading refers to what the reader "carries away" from the reading event (information, facts, solutions, required actions), while "aesthetic" reading refers to the feelings, attitudes, and ideas aroused in the reader during the actual reading. The degree to which readers use efferent or aesthetic reading activities affects their conception of the literary transaction. As examples from various types of literature show, these elements of transactional literary theory explain how readers evoke a poem,

understand the openness or constraints inherent in particular texts, and interpret, appreciate, criticize, and most of all personalize the literary value of the text they read. The final result that transactional literary theory intends, then, is not so much to understand the completeness of a book as to understand the completeness of the reader. (RL)

ED 165 146 CS 204 575

Moorman, Charles Moorman, Ruth
An Arthurian Dictionary.
Pub Date-78
Note-117p.
Available from-University Press of Mississippi, 3825 Ridgewood Road, Jackson, Mississippi 39211 ($9.95 cloth, $3.95 paper)
Document Not Available from EDRS.
Descriptors-Chronicles, *Dictionaries, English Literature, Higher Education, Legends, *Medieval Literature, *Medieval Romance, Mythology, Reference Books
Identifiers-*Tales from King Arthur

Intended as a reference manual for students, this dictionary lists the characters, places, and topics connected with the legend of King Arthur from its first written appearances through Sir Thomas Malory's "Le Morte d'Arthur." The entries are generally limited to Celtic, French, German, and English materials and include characters and places that appear in more than one work or are important to the legend. However, the dictionary does provide a key to some of the less eminent figures and locations in the Arthurian legends. The introduction offers a sketch of the development of the Arthur story, and the bibliography lists the general commentaries, all of which are standard authorities, that served as the major sources for this volume. (MAI)

ED 165 147 CS 204 581

Ong, Walter J.

The Human Nature of Professionalism.

Pub Date-Dec 78
Note-27p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Education, *English Instruction, Higher Education, Intellectual Disciplines, *Language Instruction, Language Teachers, Linguistics, *Literature Programs, *Professional Occupations, *Teaching
Identifiers-*Professionalism

The issue of professional identity is of special concern to academicians in the humanities, especially those involved in the study of modern languages and literature. There is the problem of self-definition. Even reviewing the past of modern language and literature study affords no simple definition, as English as an academic subject has no clear ancestry and too many relatives. The confusion of ancestry and vagrancy of aims is further complicated by vigorous and rewarding hybridization with disciplines such as psychiatry, philosophy, and history. Singleness of professional purpose is also difficult to find. However, there is one feature that does practically unify today's academic teaching of modern languages and literature, and that is professionalism itself. A profession is a calling requiring long and intensive academic preparation to acquire knowledge that is to be put directly to the service of other human beings in a fiducial bond of trust. However, economic crisis and the technologizing of culture are creating problems in maintaining the high-mindedness that professionalism calls for. (TJ)

ED 165 148 CS 204 587

Terry, Herbert A.

The $1.92 Lunch or an Academic in Lawyerland: Direct Involvement as a Petitioner to Deny a TV License Transfer.

Pub Date-Aug 78

Note-109p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Audiences, *Broadcast Industry, *Commercial Television, Community Problems, *Conflict, *Legal Problems, Mass Media

Identifiers-*Ownership

Providing an extensive, factual account of the controversy regarding the sale of a television station in Bloomington, Indiana, this paper presents a description of the legal issues involved, discusses the correspondence between the author and the purchasers of the station, outlines the justification for filing a Petition to Deny the transfer, and analyzes the final outcome of the case. As reported in the paper, the controversy revolved around six major complaints regarding the transfer: the application submitted by the buyer was not a realistic one for the city of Bloomington; there were errors in the Federal Communications Commission (FCC) required ``Ascertainment of Community Needs'' that biased that ascertainment against Bloomington; the buyers violated provisions of the Communications Act limiting foreign investment; there had been an unauthorized transfer of control of the station; there had been an unauthorized move of the main studios from Bloomington to Indianapolis; and the FCC did not investigate the effects of this transfer upon the local service to Bloomington. The paper discusses how these allegations were factually supported and argued, as well as why, after several months of delay, the author withdrew the Petition to Deny. (MAI)

ED 165 149 CS 204 597

Griffith, Bernadette Crook, James W.

Curriculum Guide: Language Arts and Career Education, K-5.

Cashmere Consolidated School District, Wash.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 76

Grant-G007502304

Note-413p.; For related documents, see CS 204 598-599; Parts marginally legible due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Career Education, *Curriculum Guides, Elementary Education, English Instruction, *Language Arts, *Learning Activities, Performance Based Education, Reading Instruction, Student Evaluation

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades kindergarten through five synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

ED 165 150 CS 204 598

Griffith, Bernadette Crook, James W.
Curriculum Guide: Language Arts and Career Education, 6-8.
Cashmere Consolidated School District, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007502304
Note-282p.; For related documents, see CS 204 597-599 ; Parts may be marginally legible due to print quality
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Career Education, *Curriculum Guides, Elementary Education, English Instruction, *Language Arts, *Learning Activities, Performance Based Education, Reading Instruction, Student Evaluation

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades six through eight synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

ED 165 151 CS 204 599

Griffith, Bernadette

Curriculum Guide: Language Arts and Career Education, 9-12.

Cashmere Consolidated School District, Wash.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 76

Grant-G007502304

Note-223p.; For related documents, see CS 204 597-599 ; Parts may be marginally legible due to print quality

EDRS Price MF-$0.83 Plus Postage. HC-Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Career Education, Curriculum Guides, English Instruction, *Language Arts, *Learning Activities, Performance Based Education, Reading Instruction, Secondary Education, Senior High Schools, Student Evaluation

As part of the first phase of a three-year project to develop a total curriculum that integrates career education concepts with other subject areas, this language arts guide for grades nine through twelve synthesizes the contributions of classroom teachers from two school districts. With emphasis on reading instruction in all facets of language arts, the guide outlines career education and language arts program goals, student objectives, and specific course goals. Performance objectives with sample indicators of student accomplishment, sample classroom activities, and suggested teacher resources are arranged in chart form according to grade level and specific language arts concepts. (MAI)

ED 165 152 CS 204 600

Larkin, Ernest F.

Consumer Perceptions of the Media and Their Advertising Content.

Pub Date-Aug 78

Note-11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Audiences, *Consumer Economics, Information Sources, *Information Utilization, *Mass Media, *Media Research, Public Opinion, Surveys, Use Studies

Identifiers-*Advertising, *Audience Response

To determine consumer preference regarding four forms of mass communication, an 18-item questionnaire was devised that asked individuals where they sought information on national and world affairs, local events, entertainment, and shopping (advertising). Results from the 108 respondents in the random sample indicated the following: newspapers provide the best information on shopping and sources of

entertainment, as well as the most useful, honest advertising; although television offers the most in entertainment and national and world news, television advertising is annoying and misleading; and while radio and magazines hold a secondary position to the other two media, magazines are the best source of information on durable goods. (MAI)

ED 165 153 CS 204 601

Linden, Myra J.

There Is Life after English Graduate School or Relevance and the Noodle Factory.

Pub Date-Dec 78

Note-10p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Methods, *English Instruction, Graduate Study, Higher Education, Individualized Instruction, Learning Activities, *Library Science, Research Skills, *Teacher Education, Teaching Methods, Writing Skills

In contrast to a graduate degree in English that stresses analysis, synthesis, and criticism, and limits practical experience in teaching methods for reading and writing, graduate study in library science can provide exposure to learning resources for prospective teachers. Such programs provide experience in the use of book and nonbook resources, automation, and audiovisual teaching devices, as well as techniques for matching learners with the right resources, handling large research topics effectively, understanding modern business management, and exploring all of the areas involved in adult education. Such library science experience enables the teacher to be a helper-advisor to the students, rather than an authority figure, and places the educational emphasis on mastery learning and individualized instruction. Rather than diminishing the value of English graduate work, education in library science presents a vehicle of communication and a new teaching style for the many facets of English instruction. (MAI)

ED 165 154 CS 204 604

Culbertson, Hugh Scott, Byron T.

Some Editorial Games for the Magazine Editing or Writing Class.

Pub Date-Aug 78

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Audiences, Communication (Thought Transfer), *Editing, *Educational Games, *Evaluation Methods, Higher Education, Journalism, *Journalism Education, Publications, *Self Concept, *Teaching Techniques, Writing Exercises

Two exercises that can be used with journalism students to help them clarify and think through the editorial process are the repertory grid and the coorientation model. A technique developed in England by the followers of psychologist George Kelly, the repertory grid asks students to rank ten or twelve authors on criteria such as social acceptability, professional effectiveness, and liberalism-conservatism. The student then decides which authors are closest and which are farthest from his or her ideal self'' and actual self.'' The follow-up discussion clarifies the issues involved in defining oneself (or a more detailed analysis is achieved through the use of a computer). The second exercise, the coorientation model, requires students to rank or rate story titles or leads according to interest or probable readership for themselves and for a clearly defined audience. These ratings are then compared with hypothetical play in editing a publication or with actual survey results of audience ratings. Effective use of these two techniques involves consistent discussion and evaluation on the individual level, along with statistical analyses. (Author/MAI)

ED 165 155 CS 204 605

Petty, Walter T., Ed. Finn, Patrick J., Ed.

The Writing Processes of Students.

State Univ. of New York, Buffalo. Dept. of Elementary and Remedial Education.

Pub Date-75

Note-81p.; Report of the Annual Conference on Language Arts, State University of New York (1st, Buffalo, New York, March 15, 1975); May be marginally legible due to small print

Available from-Department of Elementary and Remedial Education, State University of New York at Buffalo, 593 Christopher Baldy Hall, Amherst, New York 14260 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Cognitive Processes, Communication (Thought Transfer), *Composition (Literary), Creative Writing, Educational Research, Elementary Secondary Education, English Instruction, *Language Arts, Open Education, Sex Differences, Student Interests, Student Reaction, *Teacher Role, *Writing Skills

Identifiers-*Composition Process

Focusing on both the theoretical and practical aspects of teaching children and adolescents to write effectively, the papers in this report originated as speeches delivered at a conference on English and language arts instruction. The 12 papers deal with the following topics: the composing process as communication, the cognitive and biological aspects of composing, the relationship of the professional to the child and the writing process, modes of response to student writing, how to use focus in the writing process, what children say about their writing, the effect of external events on children's choices of writing topics, three effective writing programs, children's interests in writing, an ongoing formative evaluation of student writing, differences in the written expression of boys and girls, and the writing process in the open classroom. (MAI)

ED 165 156 CS 204 607

Hiatt, Mary P.

Existentialism and Feminism.

Pub Date-Dec 78

Note-13p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Authors, *Characterization, *Existentialism, *Females, *Feminism, Fiction, Individualism, *Literature, Novels, *Sex Discrimination, Twentieth Century Literature

Because the term feminism linguistically narrows the essence of woman's existence when it is used consistently to describe female writing that deals with individual freedom and considered choices, it is essential to distinguish between feminism and existentialism. While feminism is primarily concerned with women in the context of a dominant male society, existentialism is a broader term that characterizes an individual's awareness of life's choices and an eventual definition of one's life according to a meaningful context.'' Therefore, the female writer or the female fictional character who chooses her way of life, who suffers the anxiety associated with freedom, isolation, and nonconformity and still remains free, demonstrates the tenets of existentialism. Some examples of novels that contain existential heroines include the writings of Kate Chopin, Joan Didion, Margaret Atwood, and Margaret Drabbie. To describe as feminist these women whose views and actions coincide with the philosophy of existentialism is limiting and therefore sexist. (MAI)

Deutelbaum, Wendy
Authorizing Authority.
Pub Date-Dec 78
Note-9p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Communication, Communication (Thought Transfer), Creativity, Effective Teaching, English Instruction, Group Dynamics, Group Structure, Literary Analysis, *Literature Appreciation, Power Structure, Secondary Education, *Student Teacher Relationship, Teacher Influence, *Teacher Role
Identifiers-*Subjective Criticism

In contrast to a teacher-dominated literature classroom where authority rests with the one who has the power to grade, a classroom dedicated to cultivating the creative process breaks down the traditional hierarchies (such as theory and practice, text and reader, and organization and improvisation) and concentrates on the needs of the individual student in the context of the group. In such a classroom, the teacher's role is to discern with the students, through their collective responses to literature, the group's perceptions of the text and to relate those perceptions to the collective and subjective frames of reference from which they issue. The teacher functions as an expert in the sense of experience, and yet is just another reader whose interpretations are to be experienced and experimented with in the context of the group. This type of teaching requires students to recognize their act of creating meaning in what they read and demands the reciprocity of each class member to make it work. When a class learns to activate its own power to know and create, it becomes its own authority. (MAI)

ED 165 158 CS 204 611

Nottingham, Emily

Street Photography from the Subject's Viewpoint.

Pub Date-Aug 78

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attitudes, *Journalism, Media Research, Photographs, *Photography, *Public Opinion, *Reactive Behavior, Response Mode

To investigate the reaction of the public to being photographed on the street, a study was devised whereby seven photojournalists approached people on the street, photographed them, and requested identification for a questionnaire follow up. Of 102 people approached, 87% cooperated fully with the photographers and 81% of that group returned the questionnaires regarding their reactions to being photographed. Responses to the questionnaire indicated that while the majority of people approved of street photography, 40% qualified their approval contingent on the permission of the subject. Other questionnaire responses revealed the following: most subjects were surprised, and some suspicious, about being photographed; few had any knowledge of photography; most felt that they were being photographed because of their actions, rather than their physical attributes; and the majority did not remember specific actions that pleased or annoyed them, but rather had a general reaction to the photographer and the experience. (Author/MAI)

ED 165 159 CS 204 613

Atwood, Roy

New Directions for Journalism Historiography.

Pub Date-Aug 78

Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Problems, Higher Education, *Historiography, Intellectual Disciplines, *Journalism, *Literature Reviews, *Research Problems

Identifiers-*Journalism History

The failure of journalism historians to address important philosophical and methodological issues has led to a loss of vitality in historical research and teaching. As far back as the early 1950s, this situation attracted considerable concern, but it was not until the late 1960s that complaints were transformed into critical historiographical reflection. A review of articles that have offered critical reflections on journalism historiography indicates that only a handful of journalism historians have given serious consideration to the origins of the problems in their field; that, of those, most have failed to penetrate to the heart of the philosophical and methodological assumptions from which the difficulties have spread; and that, with only a few exceptions, journalism historians have not utilized or developed viable alternative perspectives. To ensure the survival and growth of the field of journalism historiography, serious ongoing reflection should be given to three main problem areas: the journalism historian's field of investigation, the making of historical judgments, and the task of historical revision. (GW)

ED 165 160 CS 204 614

Collins, Sarah H. Tuttle, Frederick B., Jr.
Technical and Scientific Writing.
National Education Association, Washington, D.C.
Pub Date-79
Note-116p.; Part of the NEA Curriculum Series; A number of pages have small type
Available from-National Education Association, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1718-8-00, $4.75)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Assignments, *Business English, *Course Content, Course Objectives, Higher Education, *Instruction, Learning Activities, Secondary Education, Teacher Education, *Teaching Methods, *Technical Writing, *Writing Skills

The intent of this book is to acquaint teachers with the realistic situations and composing processes that they can use when teaching business, report, and scientific writing. An introductory chapter provides a working definition of technical writing that reflects such essential writing components as recording the experience and having an awareness of the audience, purpose, and format of the communication. Three chapters then discuss the general categories of technical writing (business, report, and scientific), providing explanations of the categories, working definitions illustrated by specific examples, lists of skills necessary to perform the writing tasks, and sample instructional activities for a variety of grade levels (high school and early college). The concluding chapter shows how to implement the discussed ideas in secondary classrooms, focusing on evaluation methods and interdisciplinary approaches. Appendixes provide suggested resources for implementation (an annotated bibliography, suggestions about potential audiences and situations for assignments, and general tips to writers about paragraph organization and editing) and examples of business, report, and scientific writing formats (resumes, job descriptions, laboratory reports, police reports, and abstracts). (RL)

Haan, David H.

Obscenity Law Since Miller: Another Troublesome Balancing Formula.

Pub Date-Aug 78
Note-53p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Censorship, *Court Litigation, *Evaluation Criteria, Freedom of Speech, Laws, *Legal Problems, Publications, *Standards, State Legislation
Identifiers-*Obscenity

A 1973 Supreme Court decision (Miller v. California) established the system of defining obscenity on the local level according to the following criteria: first, prurient appeal and patent offensiveness are to be determined by a community rather than by a national standard; second, sexually explicit materials are judged obscene only if specified as such by state or federal law; and, finally, sexually explicit communications are protected only when they are judged to be of serious literary, artistic, political, or scientific value. During the past five years, each criterion has created problems and aroused controversies involving the definition of a relevant community, the subjective attitudes of jurors, the development of state guidelines on obscenity, and valid judgments regarding the quality of questioned material. In addition to the confusion it has produced, the shift to local standards in obscenity prosecution has required repeated appeals to higher courts and has thereby established a process similar to the original national standard that governed judgments on obscenity. (MAI)

ED 165 162 CS 204 619

Hall, Virginia D.

Incentives for Motivating Students on a High School Newspaper Staff.

Pub Date-Aug 77

Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Faculty Advisors, *Motivation Techniques, Questionnaires, *School Newspapers, Secondary Education, *Student Motivation, *Student Publications, Surveys, *Teacher Influence

To learn what techniques work for motivating staff members of student newspapers, questionnaires were sent to 203 high school newspaper advisers, mostly in Ohio. Of these, 112 responded. The advisers were asked to indicate each technique listed in the questionnaire that they had tried and to evaluate the technique as a motivator. Individual conferences, professional media recognition, bylines, and field trips were generally thought to be of value in motivating staff, while awarding pins, cups, and certificates was thought to provide little motivation. The major source of motivation was thought to be the enthusiasm and personal involvement of the adviser. (The questionnaire is included, along with reactions to each technique.) (TJ)

ED 165 163 CS 204 620

Goodell, Rae

Should Scientists Be Involved in Teaching Science Writing and If So, How?

Pub Date-Aug 78

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Core Courses, *Educational Improvement, Educational Needs, Engineers, Higher Education, Journalism Education, *Science Curriculum, Scientists, Skill Development, *Technical Writing, *Writing Skills

Identifiers-*Science Writing

Realizing the importance of writing skills in communicating with other professionals and in educating the public, scientists and scientific institutions have renewed their interest in the writing education of science students. Informal surveys show that technological and engineering schools are reinstituting writing requirements and staffing the classes, in part, with scientists or engineers. Besides cooperative teaching, the direct involvement of the scientific community in writing skills development also includes science faculty efforts to single out students with writing problems and refer them to special writing clinics. In addition, more technological institutions are teaching science writing for general audiences, as evidenced by a 1977 directory of such courses and programs. Professional societies are also supplementing the universities' efforts with programs of their own designed to improve the willingness and ability of their members to communicate with the public. What remains for scientists and science educators to do is to help journalism students, especially those interested in science journalism, to learn about science, thereby increasing their ability to write about it. Scientists can do this by assisting in course development, being available as resource persons to such classes, and encouraging greater interaction between the journalism students and the science community. (RL)

ED 165 164 CS 204 621

Chew, Charles R. Schlawin, Sheila A.

Write? Right!

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.
Spons Agency-New York State Education Dept., Albany. Bureau of English Education.; New York State Education Dept., Albany. Bureau of Reading Education.
Pub Date-78
Note-86p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Composition (Literary), *Creative Writing, Elementary Secondary Education, English Instruction, *Inservice Teacher Education, Instructional Materials, Language Arts, *Learning Activities, Lesson Plans, Postsecondary Education, *Teacher Workshops, *Writing Skills
Identifiers-*Composition Process

The materials in this manual include the activities and creative writing samples from a summer inservice writing skills workshop conducted for 32 teachers from seven school districts. The outlined writing activities cover a variety of topics that involve describing real and imaginary objects, naming objects in a newly created world, writing poetry using printed words from the newspaper, composing shopping lists for characters from children's stories, creating slogans for campaign buttons, and writing according to the forms used in obituaries, television guides, and advertisements. The manual also contains detailed lesson plans developed by the workshop participants, a discussion of the place of basic skills in writing, suggestions for evaluating student writing, a bibliography of teacher resources on writing, and ideas for expository writing that require using the community and school as resources. (MAI)

Gee, Tom, Ed.
Reading Children's Literature. Alberta English '78.
Alberta Teachers Association, Edmonton.
Pub Date-78
Note-44p.; The English Language Arts Council of The Alberta Teachers Association is an affiliate of the National Council of Teachers of English ; Not available in hard copy due to marginal legibility
Journal Cit-Alberta English; v17 n2 Entire Issue Fall 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adolescent Literature, *Childrens Literature, Elementary Secondary Education, Foreign Countries, *Literature Appreciation, Novels, Parent Role, Preschool Education, *Reading Instruction, *Reading Materials, Recreational Reading, Teaching Techniques
Identifiers-Canada

The six articles in this journal deal with reading children's literature. The topics discussed are: the necessary immorality of reading teachers, leisure reading at a junior high school, classroom use of "The Pigman," adolescent reading, teaching the novel, and the role of parents in preschool education. The issue also contains a list of the most significant Canadian novels, a story and poems written by students, and book reviews. (FL)

Beasley, Maurine Harlow, Richard R.
The Community Press: Occasional Voices of Courage.
Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Attitudes, Community Problems, *Conflict, *Disadvantaged Groups, Editorials, Financial Problems, *Journalism, Minority Groups, *Newspapers, *News Reporting, Power Structure, Press Opinion, Race Relations, Racial Attitudes, *Social Problems
Identifiers-*Community Newspapers

Interviews with ten reporters and editors for community newspapers, all winners of Pulitzer Prizes for articles that dealt with nonelite groups, formed the basis for the information presented in this paper. Among the topics discussed are problems caused by the close proximity of the community press to its readers; the economic and physical perils faced by Southern journalists who have taken unpopular racial positions during times of civil rights strife; problems faced by community press reporters due to insufficient resources for adequately covering the news; social and economic pressure on the community press to uphold the status quo, and the consequent tendency of the community press to refrain from reporting on controversial subjects such as the social conditions of nonelite groups until such time as they result in a confrontation situation; and the potential power of the community newspaper in reducing violence and curbing tensions when conflicts do occur. It is concluded that the community press only occasionally speaks up courageously in coverage of nonelite groups. (GT)

Somers, Albert B. Worthington, Janet Evans

Response Guides for Teaching Children's Books.

National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-124p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 40866, $4.00 members, $5.00 non-members)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Behavioral Objectives, *Childrens Books, *Creative Reading, *Critical Reading, Educational Resources, Elementary Education, Fiction, *Language Arts, *Literature Appreciation, *Reading Instruction, Reading Materials, Reading Skills, Student Motivation, Teaching Guides, Unit Plan

Intended to provide educators with units that will help them create student enthusiasm for reading, reinforce the teaching of reading skills, and interrelate the language arts with other areas of the curriculum, this book contains guides to 27 works of children's fiction. The guides are arranged in order of increasing difficulty and cover ten picture books, four ``transitional'' novels, and thirteen longer novels. Each guide opens with a brief plot summary, including a list of themes emphasized in the book. Next, a brief appraisal of the book's appeal to children, its strengths, and other relevant information is presented. The problems children might have in reading the book are discussed in a section of reading considerations, and a list of initiating activities offers suggestions for ways to introduce children to the book. Each guide also contains a list of discussion questions, suggestions for activities in art and media, creative dramatics, and composing, and a list of instructional resources. (FL)

ED 165 168 CS 204 633

Friedman, Paul

Negotiating Life Changes.

Pub Date-Nov 78

Note-34p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavior Change, Communication (Thought Transfer), *Communication Skills, Counseling, *Developmental Stages, *Educational Programs, Family Counseling, Individual Development, Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, *Marriage, Social Change, Speech Communication, *Training Techniques

Communication training for people experiencing life changes is examined in this paper. Among the topics considered are: recent social changes that have led to the occurrence of an increasing number of personal and professional changes during people's lives; the increased attention given recently to the process of communication within relationships; basic competencies for communication in interpersonal relationships; the nature of people seeking guidance for dealing with intimate relationships; central characteristics of an intimate relationship; ways the content of communication training for people experiencing life changes can address cognition, emotion, behavior patterns, self-concept, and system concepts; considerations in deciding on the form communication training programs will take; values of using a multi-family approach; and how to prepare couples for change, help them experiment with changes, and provide for the transfer of change to out-of-group settings. (GT)

ED 165 169 CS 204 642

Poindexter, Paula M. Stroman, Carolyn A.
The Black Press and the Bakke Case: An Analysis of Coverage.
Pub Date-Aug 78
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black Attitudes, Black Leadership, Content Analysis, Editorials, Journalism, Media Research, *Newspapers, *News Reporting, *Press Opinion, Racial Discrimination, *Reverse Discrimination, Social Problems, *Supreme Court Litigation
Identifiers-*Bakke v Regents of University of California

The content of four black newspapers was analyzed to determine how they covered the Regents of the University of California v. Bakke'' case, in which the Supreme Court ruled against rigid race quota programs such as the one that had prevented Allan Bakke, a white man, from being admitted to medical school. Each issue of the four newspapers the New York Amsterdam News,'' the Los Angeles Sentinel,'' the Atlanta Daily World,'' and the Chicago Defender'' was examined during the ten-month period preceding the argument of the case before the Supreme Court and during the period immediately following the June 1978 decision. Among the findings were that the coverage of the Bakke case was scarce; that after the Supreme Court ruling the Amsterdam News'' far exceeded other newspapers in the amount and type of coverage, while the Sentinel'' and the World'' continued to give little attention to the case; that coverage was event-oriented rather than issue-oriented; that, while most editorials took a definite anti-Bakke stand, some took no position in the controversy; that relevant letters to the editor were almost nonexistent; and that most articles did not receive front-page or prominent coverage. The findings suggest that today's black press is a chronicler, rather than an interpreter, of issues and events affecting the black community. (GT)

Ogan, Christine

Changing Patterns of Mass Media Use and Effects in an Urban Squatter Settlement.

Pub Date-Aug 78
Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Changing Attitudes, Communication (Thought Transfer), Correlation, Developing Nations, *Development, *Environmental Influences, Foreign Countries, *Life Style, *Mass Media, Migrants, Political Attitudes, Research, Sociocultural Patterns, Urban Areas, *Urbanization
Identifiers-*Media Effects, Turkey

To test the impact of mass communication on the modernization of individuals living in the countries of the Third World, a follow-up study was devised (the original occurred in 1962), whereby migrant residents in Ankara, Turkey, were interviewed regarding the effects of urbanization on their lives. While economic and living conditions had improved for the 65 original respondents interviewed, the study revealed very little change in behavior and attitudes, other than an overall decrease in the use of mass media and an increase in awareness regarding the value of voting to effect political change. The findings did not support theories that attribute great importance to the impact of urbanization and mass media in changing traditional lifestyle patterns. (Comparative tables are included.) (MAI)

ED 165 171 CS 204 647

Murphy, Sharon Estrada, Paula
Minority Images: A Project Guide.
Pub Date-Aug 77
Note-10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, *Assignments, Bias, Blacks, Composition (Literary), *Cultural Awareness, Learning Activities, *Mass Media, Media Research, Mexican Americans, *Minority Groups, *Minority Role, News Media, Perspective Taking, Secondary Education, *Stereotypes

The reading list and assignments in this study guide are designed to involve high school students in examining the media from a nonwhite perspective. The beginning assignments require students to assemble their own bibliography relating to minority groups in the media, to examine the lives and contributions of specific Chicano, black, and American Indian news writers; and to assess the minority group stereotypes conveyed in print. Other assignments involve the evaluation of minority images in television and motion picture presentations, an examination of media treatment of the artistic contributions of nonwhite persons, and content comparisons of minority newspapers. The final project consists of an exhibit that uses some form of the media to publicize the research findings of the class. (MAI)

ED 165 172 CS 204 648

Espejo, Cristina Y., Comp.

List of Theses 1975 and 1976.

Asian Mass Communication Research and Information Centre, Singapore.

Pub Date-78

Note-132p.

Available from-Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Asian Studies, Audiovisual Aids, *Communication (Thought Transfer), Communications, Developing Nations, *Doctoral Theses, Education, Foreign Countries, Intercommunication, *Mass Media, *Masters Theses, Public Relations, Rural Areas

Identifiers-*Asia

The fourth in a continuing series, this publication lists the masters' and doctoral theses on various aspects of mass communication concerning Asia submitted to colleges and universities in Asia and abroad in 1975-1976. The 93 entries are grouped into eight sections: general; advertising, management, and public relations; broadcast media; social aspects of communication; education; film and other audiovisual media; print media; and rural communication. An author/title index and a list of institutions surveyed for the list are included. (FL)

ED 165 173 CS 204 649

Goonetileke, H. A. I., Comp. And Others

Mass Communication in Sri Lanka: An Annotated Bibliography. Asian Mass Communication Bibliography Series 9.

Asian Mass Communication Research and Information Centre, Singapore.

Pub Date-78

Note-87p.

Available from-Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11 ($10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Audiovisual Communication, *Communication (Thought Transfer), *Communications, Education, *Foreign Countries, Information Centers, Information Theory, Information Utilization, Intercommunication, Laws, *Mass Media, Propaganda, Public Relations, Social Factors

Identifiers-*Sri Lanka

Published and unpublished materials dealing with the multidisciplinary field of mass communication in Sri Lanka are listed in this bibliography. The 362 entries are grouped into 20 sections: bibliography and reference material; communication theory and research methods; general communication; media development and characteristics; newspapers; print media; broadcast media; film; audiovisual media; traditional media (dance, drama, mime, storytelling, and puppetry as means of communication); news agencies; mass communication law; communication in development; communication teaching and training; mass media in formal education; advertising, marketing, public relations, and management; government communication; social contexts of the media; communication technology; and mass communication periodicals. An author index is included. (FL)

ED 165 174 CS 204 650

Prakoso, Mastini Hardjo, Comp.

Mass Communication in Indonesia: An Annotated Bibliography. Asian Mass Communication Bibliography Series 10.

Asian Mass Communication Research and Information Centre, Singapore.
Pub Date-78
Note-70p.
Available from-Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11 ($10.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, *Asian Studies, Broadcast Industry, *Communication (Thought Transfer), Films, Foreign Countries, Journalism, *Mass Media, Media Technology, News Media, Newspapers, Publications, Research
Identifiers-*Communication Research, *Indonesia

As the first attempt to provide a comprehensive list covering the multidisciplinary fields of mass communication in Asia, this bibliography was assembled over a two-year period by compilers in ten Asian countries and represents all of the academic areas relevant to communication. Accompanied by short descriptive annotations (except where the titles are descriptive of their content), the 281 entries are arranged according to the following subject areas: bibliography and reference material; communication (general); media development and characteristics; newspapers; print media; broadcast media; film; news agencies; law of mass communication; communication in development; communication teaching and training; mass media in formal education; advertising, marketing, public relations, and management; government communication; international and intercultural communications; social contexts of the media; communication technology; and mass communication periodicals. An author index is included. (MAI)

ED 165 175 CS 204 651

Black, J. J.

Reaping between the Lines: Non-Verbal Cues to the Journalistic Interview.

Pub Date-Aug 78

Note-50p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Body Language, Communication Skills, *Interaction Process Analysis, Interpersonal Competence, *Interviews, *Journalism, Literature Reviews, *Nonverbal Communication, Paralinguistics, Proximity

Identifiers-Proxemics

Maintaining that the nonverbal elements of communication are ultimately more significant than the verbal elements in determining the eventual success or failure of the journalistic interview, this paper attempts to assist journalists in understanding the complex and subtle nonverbal characteristics of the interview environment. Based on the research findings and observations of 78 sources from a variety of disciplines, the paper first discusses the motivations, barriers, and biases inherent in interviews. It next analyzes three categories of nonverbal communication and relates each to the process of journalistic interviewing. The three categories are: paralanguage (nonverbal components of the speech act), including voice set and nonverbal vocalizations; kinesics (body language), including emblems, illustrators, regulators, affect displays, and adaptors; and proxemics (the relationships between the communicator's body and other people or objects). The paper also analyzes the role of such nonverbal attributes as personal appearance, attractiveness, skin color, height, sex, and the use of time. It concludes with a discussion of the pros and cons of notetaking and notetaping in the interviewing process. (FL)

ED 165 176 CS 204 653

Crabbe, Katharyn F.
Folktales for Children: Literature or Lore?
Pub Date-Sep 78
Note-9p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978); Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Childrens Books, *Childrens Literature, Cultural Background, Elementary Education, Ethnic Origins, Ethnology, *Folk Culture, *Folklore Books, Legends, Story Telling, *Translation

In addition to the documentation, annotation, and provision of contextual information that the authentic translation of folklore materials demands, folk stories that are intended for children should reflect the basic mythic patterns of good literature in their translated structure. The aims in translating such stories for children are to recreate the original with a respect for its cultural context, provide background information that explains motivation and behavior, construct a dramatic context for the nonverbal communication on both sides of an issue, organize the tale so that it progresses naturally and with credibility and authority, and make the story vital without compromising its vision of how the world works. (MAI)

ED 165 177 CS 204 657

Sealey, Leonard And Others

Children's Writing: An Approach for the Primary Grades.

International Reading Association, Newark, Del.; Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-79

Note-84p.

Available from-International Reading Association, 800 Barksdale Road Newark, Delaware 19711 (Order No. 935, $3.00 members, $4.00 non-members)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Communication (Thought Transfer), *Composition (Literary), *Language Arts, *Learning Activities, Primary Education, *Teaching Techniques, *Writing Exercises, *Writing Skills

The writing activities in this book are designed to help children build writing skills through the communication of their own ideas, discoveries, and feelings. Developed and field tested as part of a basic skill development project, the book presents a rationale for primary children's writing, outlines the fundamentals of teaching writing, and offers detailed suggestions regarding classroom management. The specific, and often illustrated, lesson plans outline sequences of activities and suggest immediate and subsequent follow-up exercises. They cover a wide variety of writing activities including personal scrapbooks, playing with words, class books, greeting cards, nonsense rhymes and stories, comic strips, television guides, science journals, tall tales, and yarns. (MAI)

Parker, Elliott S.

Chinese Newspapers in the United States: Background Notes and Descriptive Analysis.

Pub Date-Aug 78
Note-31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Chinese, *Chinese Americans, *Content Analysis, Immigrants, Journalism, Language Usage, Layout (Publications), *Migration Patterns, *Newspapers, *News Reporting, Political Attitudes, Racial Discrimination, *United States History

The background and the current status of Chinese newspapers in the United States are examined in this paper. The first section considers early immigration patterns of Chinese people, their immigration to the West Coast of the United States beginning in the mid-nineteenth century, laws passed to exclude Chinese from legally entering the U.S., and the recent liberalization of U.S. immigration quotas for Chinese. Among the topics discussed in the second section are the early history of Chinese newspapers in the U.S., the way in which the Chinese press in the U.S. has been linked with events in China, current readership for Chinese newspapers, problems involved in setting type for Chinese characters, and the trend toward use of a colloquial newspaper style. The third section describes ten currently published Chinese newspapers and presents tables of data about them that show the amount of newspaper space devoted to news, nonfiction, fiction and literature, and advertising; the space devoted to specified geographic areas in China and the U.S.; and the space devoted to the inauguration of Chiang Ching-kuo as President of the Republic of China and to Zbigniew Brzezinski's visit to Peking. A brief concluding section notes problems peculiar to the Chinese press in the United States. (GT)

Kinsey, Mary Ann Thompson, Richard A.
Kinsey's One Hundred Nineteen Priority Words for Spelling Vocabularies.
Pub Date- 77
Note-11p.; Study prepared at University of Central Florida
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, Elementary Education, Language Arts, Sight Vocabulary, *Spelling, *Spelling Instruction, *Word Lists

Five well-known spelling/reading lists were analyzed to create a new list of high-priority spelling words. Words found on at least three of the five lists were included to create Kinsey's 119 Most Common Words list. (Tables are included showing lists on which the words appear.) (TJ)

ED 165 180 CS 204 666

Stewart, Donald, Ed.

Focus: Composition: Old Problems, New Alternatives.

Kansas Association of Teachers of English.

Pub Date-Dec 78

Note-28p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit-Kansas English; v64 n1 Entire Issue Dec 1978

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, Logical Thinking, Oral Reading, Peer Teaching, *Persuasive Discourse, *Student Experience, *Teaching Techniques, Writing Exercises, *Writing Skills

Identifiers-Composition Process, *Invention (Rhetorical)

The three articles in this journal issue focus on composition problems and alternatives. The topics discussed are compositional invention, composition based on students' experiences, and an oral technique for teaching basic composition. The issue also contains reviews of recent publications in the field of composition. (FL)

Middleton, Kent R.
A Case Against First Amendment Protections for Commercial Advertising.
Pub Date-Aug 77
Note-49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Business Communication, Censorship, Civil Liberties, Constitutional History, *Constitutional Law, Consumer Protection, *Court Litigation, *Freedom of Speech, *Information Dissemination, Mass Media
Identifiers-*Advertising

Although extending constitutional protection to commercial expression might benefit the consumer, the First Amendment is the wrong instrument for carrying out what are basically economic policies. While in most First Amendment cases the nature of the content determines whether it is constitutionally protected, advertising is distinct in that it draws its meaning or identification from the product or service it promotes. The eighteenth century offers little proof that the framers of the Bill of Rights would have excluded commercial advertising, since commerce and expression were not distinct concepts at that time. However, the free trade of ideas for the effective functioning of a democracy, which is emphasized in the First Amendment, is not the same as the free trade involved in commerce. Protecting advertising weakens the First Amendment in that it requires more administrative regulation, and the protection of false ideas (intended for democratic debate on important issues) is misleading for the consumer. If the courts wish to deal with advertising as a constitutional issue, they can rule that bans on advertising violate the Fifth and Fourteenth Amendments by depriving persons of liberty or property. (MAI)

ED 165 182 CS 204 670

Moore, Roy L. And Others
Mass Media Influence on Adolescent Consumer Behavior.
Pub Date-Aug 77
Note 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adolescents, Behavior Patterns, *Cognitive Development, Communication (Thought Transfer), *Consumer Economics, *Consumer Education, Credibility, Elementary Secondary Education, Family Influence, Interaction, *Mass Media, Media Research, Peer Influence, Retention, Socioeconomic Influences, Student Attitudes
Identifiers-*Advertising, *Media Effects

Questionnaires completed by 607 middle school and high school students provided data about the learning of selected advertising-related cognitions among adolescents and on the short-term effect of these cognitions and other communication variables on adolescent consumption behavior. Among the findings were the following: susceptibility to advertising was positively related to amount of mass media use, exposure to mass media entertainment content, and amount of family communication about consumption matters, and negatively related to age and socioeconomic status; girls appeared to be more susceptible than boys to advertising; no significant correlates to adolescents' general attitudes toward advertising were found; perceived credibility of advertising was positively related to amount of exposure to entertainment and public affairs content in the mass media and negatively related to socioeconomic status; and retention of advertising information was positively related to age, amount of communication with family and friends about consumption matters, and socioeconomic status. The findings also suggest that adolescent consumer behavior may stem from social learning processes rather than from exposure to mass media or advertising. (GT)

ED 165 183 CS 204 674

Kapoor, Suraj Smith, Ralph

The Role of Communication in Acculturation of Foreign Students.

Pub Date-Aug 78

Note-36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Acculturation, American Culture, *Communication (Thought Transfer), Credibility, *Cultural Context, *Foreign Students, Higher Education, Interaction, *Mass Media, *Socialization, Social Values, Television Viewing

To determine the role of communication channels, particularly mass media, in the socialization of foreign college students, a study was devised whereby foreign students from three central Illinois universities responded to a 27-item questionniare on American values. The questionnaire called for agree/disagree responses on such topics as the individual's perception of American values, channels of mass and interpersonal communication, credible sources of information, and social pressures (if any) that influenced conformity to American values. Analysis of the questionnaire data indicated the following: mass media, particularly television and books, played a significant role in foreign students' perceptions of American values; foreign students who regarded their friends as credible sources of information perceived American values more accurately; television (a mass media channel) and teachers (an interpersonal channel) were the major internalizing forces; and direct contact with American friends contributed to a positive image of America, while isolation from American contacts resulted in negative evaluations of the country. (MAI)

Lee, Sang-Chul

Education for Journalism in Korea.

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Needs, Educational Objectives, *Educational Problems, Foreign Countries, Higher Education, *Journalism, *Journalism Education, News Media, *Newspapers, News Reporting, *Political Influences, Political Power
Identifiers-*Korea

Marked by a history of political opposition and fluctuations of control that have occurred in the name of national development and modernization, the Korean press (consisting of 34 newspapers) today produces a somewhat typical eight-page newspaper that is a mixture of Korean and Chinese characters. As most of the newspapers are clustered in the capital city of Seoul, so are the major institutions of higher learning. Although an estimated 250 students receive journalism degrees annually, Korean journalism departments face the following problems: a lack of teaching materials and textbooks; a lack of understanding by media practitioners regarding the importance of professional journalism education; a lack of coordination between the journalism departments and media agencies, particularly in the area of hiring students to work for newspapers; a shortage of experienced teaching staff and necessary instructional facilities; and the failure of journalism graduates to pass the tests for employment administered by various newspaper companies and radio-television agencies. (MAI)

ED 165 185 CS 204 679

Strange, Dorothy Flanders Kebbel, Gary W.
Identifying Causes, Not Symptoms, of Writing Problems.
Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), *Communication Problems, Composition (Literary), *Error Analysis (Language), Grammar, Higher Education, *Journalism Education, Language Arts, Language Patterns, Language Skills, *News Writing, Sentence Structure, *Thought Processes, *Writing Skills

Most of the mechanical and content errors in the sentences written by journalism students can be attributed to four faulty patterns that can be traced to errors in the thinking process: fragmented sentence parts, personification, bureaucratic coding ("officialese"), and compressed sentences. While acceptable in spoken communication where clarification can occur rapidly, sentence fragments in writing cause redundancy, errors in the use of phrases and clauses, and lack of agreement between subjects and verbs or pronouns and their antecedents. Personification, a form of bureaucratic language that gives things human characteristics, results in incomplete thinking and inaccuracy in writing because it does not allow thoughts to follow a logical pattern. Somewhat related to personification, coded language is the result of using words to hide, rather than to convey, meaning. Such messages rely heavily on abstract words and ideas, as well as on lengthy sentence structure. In an attempt to reduce codes to journalistic style, some students tend to overcompensate by compressing the essential thoughts out of a sentence. Correcting these faulty thought patterns involves a basic understanding of sentence parts and concentration on the construction of simple declarative statements. (MAI)

ED 165 186 CS 204 681

Singer, Rosanne

Ethnic Newspapers in the United States.

Pub Date-Aug 78

Note-30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Acculturation, Cultural Differences, Cultural Pluralism, *Ethnic Groups, *Ethnicity, Financial Problems, *Journalism, Media Research, *Newspapers, Political Attitudes

Defining ethnic newspapers as those published in a foreign language or in English that address themselves to a national group, this paper presents an overview of such papers currently published in the United States. The paper is organized into three sections. The first deals with the functions served by ethnic papers, including aiding in assimilation, helping to preserve ethnicity, filling news gaps, serving as watchdogs of foreign governments, and contributing to the diversity of political and social thought in the United States. The second section covers the drawbacks of ethnic papers, specifically their high mortality rate, increasing financial difficulties, and the problem they face of incurring criticisms that they are anti-American if they attempt to be outspoken organs in their communities. The third section discusses the future of the ethnic press and concludes that the current emphasis on exploring cultural roots and learning second languages will affect its role. (FL)

ED 165 187	CS 204 682

Edelsky, Carole

Genderlects: A Brief Review of the Literature.

Pub Date-Nov 78

Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bias, Communication (Thought Transfer), *Females, *Language Research, Language Role, *Language Styles, *Language Usage, Literature Reviews, Males, Power Structure, Research Methodology, *Sex Differences, Sex Discrimination, Sex Role, *Sex Stereotypes

Stereotypes about the way women talk grow out of knowledge of nonlinguistic, societally assigned sex role traits and of linguistic correlates of those traits. Among the findings of research on male/female speech differences are that, contrary to the stereotype, men talk more than women; men's conversation is task-oriented, while that of women is ego enhancing to others; in most speech communities women use more standard phonology and syntax than men; and women use certain female-typed words in some circumstances. Such differences are learned as linguistic aspects of a sex role and are neither genetic nor universal. Not all studies have found sex-linked language differences, and the findings of many studies reflect a comparison of women with men of presumably the same, though in reality lower, class status, due to a methodological bias. In addition to differences in language usage, conversations between the sexes often involve interruptions of women's speech, and a lack of attention to women's conversation by men. But even if a woman exactly duplicates men's language use, she will not be evaluated in the same way, since subjective appraisals of women and men as speakers are based on an interaction between a speaker's activities and the language and sex role stereotypes known to the listener. (GT)

ED 165 188 CS 204 683

Hampsten, Elizabeth

Rural Woman Writers: Beginnings of Selfhood; I am not Aristocratic.

Pub Date- 78

Note-13p.; Study prepared at the University of North Dakota

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*American Literature, Authors, *Diaries, *Females, *Letters (Correspondence), Literary Analysis, *Lower Class, Nineteenth Century Literature, *Rural Population, Twentieth Century Literature

Rural working-class women of the late nineteenth and early twentieth centuries are rarely heard from as writers. The letters and diaries of such women that are available give virtually no information about culture, politics, or the arts, and they practically never contain an opinion. Instead, they provide minute, repetitive observations, with occasional flashes of insight. The women wrote not to make distinctions but to assert a pattern. Their writing contains a strong sense of the presence of other women in their consciousness, while men are apt to be blurred or peripheral. Frank discussions about death, sex, birth control, the weather, health and disease, and the price of food are common to this literature. (Examples from women's letters and diaries are included.) (TJ)

ED 165 189 CS 204 684

Slepack, Donna Grund

A Comparative Study of Sex Role Stereotyping in GDR (German Democractic Republic) and USA Children's Readers.

Pub Date-Mar 77

Note-24p.; Paper presented at the International Studies Association Conference (St. Louis, Missouri, March 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Basic Reading, *Cross Cultural Studies, Elementary Education, Females, Foreign Countries, *Illustrations, Males, *Reading Materials, *Sex Fairness, Sex Role, *Sex Stereotypes, Textbook Bias, Textbook Evaluation, *Textbook Research

Identifiers-*German Democratic Republic

To determine whether elementary reading textbooks from a socialist country contained less sex-role stereotyping than previously-studied United States readers, an analysis of 374 books from the German Democratic Republic (G.D.R.) was undertaken. A sex bias index was calculated for both the G.D.R. and the U.S. books by finding the average difference in the percentage of major character role and career role assignments for males and females. The results showed that while male major characters dominated both U.S. and G.D.R. textbooks, the dominance in the G.D.R. readers was less marked (3:1) than in the U.S. texts (4:1), and that females appeared in career roles significantly more often in the G.D.R. texts than in the U.S. readers. The findings confirmed that sex bias is significantly lower in the G.D.R. readers. An analysis of the illustrations used in the G.D.R. readers supported the findings. In addition to a more realistic portrayal of males and females, the illustrations in the G.D.R. texts also reinforced a definite set of social and political values, showing the interaction of children with adults and emphasizing the role of women and children in important historical events. (Tables of findings and an explanation of the sex bias index are appended.) (FL)

Schiff, Peter M.

The Teacher-Student Writing Conference: New Approaches.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Composition (Literary), *Conferences, Higher Education, Secondary Education, *Student Teacher Relationship, *Teaching Techniques, *Writing Skills
Identifiers-*Teacher Student Conferences

Teacher-student writing conferences should provide students in composition classes with concentrated attention to their writing consonant with the teacher's in-class persona and instructional objectives. Some alternatives available to the instructor and the conferee include watching the teacher compose, sharing and revising journal entries, revising one another's writing, talk-writing (using a tape recorder), values clarification, analysis of a writing model, and one-to-two conferencing (two students meeting with the teacher). For college composition teachers, office hours provide time for conferencing, but secondary teachers have more difficulty scheduling time. Free periods, study halls, special class sessions, and time between classes can be utilized for five- to ten-minute conferences employing these strategies. Although it is assumed that writing conferences are helpful in improving student writing, there is little empirical evidence that this is true. Further research in this area is needed. (TJ)

ED 165 191 CS 204 690

Fletcher, Alan D.

City Magazines Find a Niche in the Media Marketplace.

Pub Date-Aug 77

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Audiences, Demography, *Marketing, Mass Media, *Media Research, *Periodicals, Publications, *Publishing Industry, Reading Interests, Sociocultural Patterns, Success Factors, Surveys

Identifiers-Advertising, *City Magazines, *Readership Analysis

The responses of 36 publishers and editors of city magazines magazines such as "Chicago," "MPLS," and "Texas Monthly" that are published primarily for a local or regional market provided data for an analysis of the positioning of these magazines in the media marketplace, factors leading to their success, their audience composition, and their problems. The editorial content of such magazines is usually in a jaunty, informal style, and typical articles are informational, investigational, or personality profiles, with a definitely local orientation. Survey respondents attributed the success of the magazines to the fact that they fill the gap between national and local media, aiming a particular editorial style at an audience that advertisers see as potentially good customers. Readers were most often characterized by the magazines as affluent, well-educated consumers, obviously an appealing group to advertisers who are willing to pay a premium to reach such markets. With all their success, however, city magazine publishers noted several problems they must surmount, including establishing a strong local identity; building circulation; finding good editorial sources/materials; the burgeoning costs of paper, printing, personnel, and distribution; and acquiring advertising support, especially from national advertisers. (A list of survey respondents is attached.) (RL)

ED 165 192 CS 204 696

Folks, Jeffrey J.

A Developmental Writing Course for the Liberal Arts Student.

Pub Date-Nov 78

Note-11p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (50th, Atlanta, Georgia, November 9-11, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Assignments, *Basic Skills, *Composition (Literary), *Developmental Programs, *English Instruction, Higher Education, Library Skills, *Teaching Techniques, *Writing Skills

A developmental English program for a liberal arts college should be individualized and intellectually challenging to students entering a four-year baccalaureate program. Such a program must emphasize motivation, flexibility, and a well-conceived progression for acquiring skills. It should view writing as a holistic process and should use such techniques as group methods, individual teacher-student sessions, peer tutoring, or the ``talk-write'' method. An introduction to the library and to the use of library skills should be included in a developmental course. Criteria for selecting topics should include grouping assignments around a common theme and assigning topics that are in the student's previous range of experience, are worthy of college-level writing, are concrete and limited in scope, and are related to regular academic disciplines. A developmental writing course should also encourage students to view writing as a reflection of critical thinking. (TJ)

ED 165 193 CS 502 224

Watt, James H., Jr. van den Berg, Sjef A.

Time Series Analysis of Alternative Media Effects Theories.

Pub Date-Apr 78
Grant-DOT-FA76WA-3820
Note-28p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Problems, *Mass Media, *Media Research, *News Media, Newspapers, *News Reporting, Press Opinion, *Public Opinion, Television Research
Identifiers-*Media Effects

A study was conducted in the Washington, D.C., area to test mass media effects in a community controversy. Five possible theories were hypothesized to explain the effects media have on a community: indirect and direct effects, null effects, agenda setting, reverse effects, and reverse agenda setting. During the 16-month test period of the British and French Concorde supersonic jet flights into Dulles International Airport, a noise complaint telephone number was publicized and complaint calls were coded. Also, mass media coverage of the controversy was monitored by tabulating the number of Concorde-related statements appearing in the Washington Post,'' on NBC, CBS, and ABC national newscasts, and on television station WTOP, which had the highest rated local news programs. After the tabulations were analyzed, it was found that three of the theories (direct and indirect effects, agenda setting, and reverse agenda setting) received some empirical support. However, expanding from statistical tests, it can be argued that the direct/indirect effects theory best explains the data. (TJ)

ED 165 194 CS 502 249

Craig, Robert T.

Implications of Recent Research in the Computational Paradigm.''

Pub Date-Apr 78

Note-18p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Artificial Intelligence, *Cognitive Processes, *Communication (Thought Transfer), Communication Skills, Comprehension, *Computational Linguistics, *Computer Science, Concept Formation, Content Analysis, Research, Theories

Identifiers-*Communication Research

Describing cognitive science as a new discipline based upon the integration of elements of psychology, computer science, linguistics, philosophy, and education, this paper argues that such a discipline has important implications for the field of communication. Following an overview of the literature of cognitive science, the paper offers an explication of the computational paradigm underlying the new discipline. It then refutes attacks that have been made upon the paradigm's assumption that artificial intelligence research and psychological experimentation should be mutually heuristic because they both seek a unified theory of the cognitive processes performed by any system capable of certain tasks. In an illustration of the kinds of theoretical concepts that are emerging from cognitive science, the paper describes a recently proposed theory of story comprehension. In conclusion, the paper argues that cognitive science has important implications for communication research in the areas of content analysis methodology, the theory of messages, and the theory of communicative competence, and it outlines a proposed research project designed to illustrate those implications. (Author/FL)

ED 165 195 CS 502 257

Ulrich, Walter
The Construction of the Affirmative Plan.
Pub Date-78
Note-14p.; Essay prepared at West Georgia College
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Debate, *Guidelines, *Persuasive Discourse, *Planning, Public Speaking, Secondary Education, Speech Communication, Speech Skills

Because the affirmative plan in debate cannot be modified once it has been criticized by the second negative, it is important that the affirmative team word the plan carefully in simple and concise language, assuring that it upholds all possible policies and contains only those planks that support the resolution. Other considerations in constructing such a plan include specifying the technology or law that will be used to implement the plan (or creating a board or agency to review the technology), deciding when the plan will go into effect, and determining how it will be adopted and what decisions will regulate its possible repeal. Effective planks that assist in the development of the plan include creation of agencies or boards to supervise implementation, elimination of loopholes, guidelines that ban preliminary injunctive relief or state level circumvention, and an intent plank that ensures that the agency will follow the affirmative plan. Although a plan preemption plank is open to attack by the negative team, it is a legitimate affirmative strategy when it represents part of a comprehensive program, places the affirmative team on an equal footing with the negative, aids in examining the core effects of a proposal, and reflects the real world happenings. (MAI)

ED 165 196 CS 502 309

Cernada, George Sun, T. H.

Knowledge into Action: The Use of Research in Taiwan's Family Planning Program. Paper No. 10.

Hawaii Univ., Honolulu. East-West Center.

Pub Date-Jul 74

Note-43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Case Studies, *Change Strategies, *Communication (Thought Transfer), Contraception, *Family Planning, Foreign Countries, Information Utilization, *National Programs, Research, *Research Utilization

Identifiers-Communication Research, *Taiwan

Focusing on the effects that research on the Taiwan family planning program has had on social change, both in the intergration of research findings into national action programs and in the dissemination of these ideas to other Asian countries, this report discusses five individual case studies and presents a summary and analysis of the research data. The first case illustrates how an action-oriented research program served as a base for the national expansion of an individual program and describes the organizational setup and approaches that expedited research utilization. A communication-oriented study with clear objectives, stressed in the second case, demonstrates the value of a single agency, the importance of feedback, the value of building on previous research, and the benefits of communication among research and staff members. The third case describes a nonfertility incentive plan, its regional implications, and the role of foreign aid in implementing the plan. The final two cases illustrate, respectively, reasons why contraceptive research findings are not applied and the value of giving close attention to feedback from field workers and consumers of the service. (MAI)

ED 165 197 CS 502 312

Colfer, Carol J. Pierce

Women's Communication and Family Planning in Rural America: The Case of Bushler Bay. Case Study No. 4.

Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jul 78
Note-100p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Anthropology, Case Studies, *Communication (Thought Transfer), Contraception, Family (Sociological Unit), *Family Planning, *Females, *Interpersonal Relationship, Research, Rural Areas, *Rural Family, Social Structure
Identifiers-*Communication Research

A study was devised to determine why family planning communication in a Washington state village has been successful despite the lack of planned programs or focused attempts at directed change. Three major social organizational principles affecting family planning communication were analyzed: the occupational split between public employees and locals (the remainder of the population), the prevalence of age-grading in female grouping and friendship patterns, and the role of kinship in women's lives. Based on the assumption that important cultural elements surface in time from observing and interacting with community members, the study revealed two generalizations that crosscut the social organizational principles. The first, relating to the cultural significance of occupations, indicates that people categorize themselves and others according to occupation. The second generalization focuses on two features that characterize all three principles of social organization: individuals relate to others according to occupation, age-grade, and kinship; and values and choices are determined in the context of these relationships. (An analysis of the local homemaker's

organization is appended.) ([illegible])

ED 165 198 CS 502 327

Tubbs, Stewart L.
The Organizational Communication Consulting Spectrum.
Pub Date-Apr 75
Note-20p.; Paper presented at the Annual Meeting of the Michigan Speech Association (Kalamazoo, Michigan, April 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Business, *Business Communication, *Communication Skills, *Consultants, *Consultation Programs, *Organizational Communication, Professional Services, Program Planning

Surveys of businesses and business managers indicate that developing communication skills within organizations is a priority. Communication consulting exists over a wide spectrum of activities that include guest speaking, conducting workshops, and conducting management training programs. These three processes can include a ``canned program'' that can be used again and again with different groups. Three other areas of consulting are more ``demand responsive,'' apply to individual situations, and require a greater degree of diagnostic ability. They are: part-time consulting; contracted consulting; and full-time, in-house consulting. The most difficult part of consulting is getting started. The consultant must become known and then must sell himself or herself to a company. The initial meeting with the potential client is crucial in clarifying the needs of the client and the possible services of the consultant. (TJ)

ED 165 199 CS 502 331

Persing, Bobbye Sorrels
The Nonsexist Communicator.
Pub Date-78
Note-168p.
Available from-Communication Dynamics Press, P.O. Box 555, East Elmhurst, New York 11369 ($9.95 paper)
Document Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), Communication Problems, Communication Skills, Females, Guidelines, *Language Attitudes, *Language Usage, Nonverbal Communication, *Organizational Communication, Reverse Discrimination, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Verbal Communication

Designed as an aid in eradicating sexism in communication, this manual attempts to promote an understanding of sexism, to deepen the commitment to eliminate it, and to develop a nonsexist communication style. The first chapter presents the concept of nonsexist communication and then introduces the idea of reverse sexism. It includes an analysis of a reverse sexism story and suggests many nonsexist communication techniques. Chapters two through five provide methods for overcoming sexism in such forms of written communication as letters, memoranda, reports, corporate and administrative manuals, policy and procedural statements, job information instruments, and employee information publications. In addition, these chapters present methods for correcting any sexist written communication. The final chapter extends nonsexist principles into the oral and nonverbal media. Each chapter concludes with exercises designed to increase awareness of sexism. The first of two appendixes contains a set of guidelines for converting sexist materials into nonsexist communication and a list of nonsexist words and phrases. The second appendix is a selected bibliography of publications related to communication sexism. (FL)

ED 165 200 CS 502 349

Producing a Public Relations Program for Disabled Adults.
President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date-78
Note-25p.
Available from-President's Committee on Employment of the Handicapped, Washington, D.C. 20210 (free of charge)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, Communication (Thought Transfer), *Handicapped, Human Services, *Information Dissemination, Mass Media, *Physically Handicapped, *Publicize, *Public Relations

Before establishing a public relations program for disabled persons, it is essential to understand their needs and capabilities, involve these persons in the planning, know what state and community programs are available in the area, and define a fundamental purpose for the program. Knowing editors and writers at local newspapers, radio stations, and television stations and preparing honest, concise statements are basic to the effective use of such promotional devices as press releases, press conferences, media appearances, and speeches. Other public relations techniques that can assist a program for the disabled include the use of photograph displays, open houses, job fairs, media interviews of handicapped persons, book and author promotions, media job announcements for the handicapped, speaker bureaus, dedications of public buildings, community thank-you messages, meetings with officials from the community, public service announcements, and awards. Because the promotion of a public relations program requires competitive public service advertising, money sources or volunteer services must be solicited. Possible resources for donated publicity materials include local university art departments, private advertising or public relations firms, and public interest organizations. (MAI)

ED 165 201 CS 502 350

Ulrich, Walter
Tabula Rasa as an Approach to the Judging of Debates.

Pub Date-Nov 78
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Communication (Thought Transfer), *Debate, Evaluation Criteria, *Evaluation Methods, Higher Education, *Justice, Persuasive Discourse, Public Speaking, Secondary Education, *Speech Communication

While several paradigms for judging debate have been thoroughly discussed, the view of the judge as a tabula rasa has received little treatment. The tabula rasa approach can take the form of a framework added onto a traditional judging framework, or it can take the view that making debate theory debatable is only one of several implications of tabula rasa judging. The tabula rasa approach is justifiable because it encourages sound debating and because it is consistent with the assumptions of debate. In general, a tabula rasa judge believes that debate theory is a debatable issue and that the judge should attempt to be neutral in a debate round. There are four issues beyond this general principle that divide tabula rasa judges into subgroups: whether or not there are any issues not debatable in a round, the amount of argumentation needed to support a theoretical position, what to do with the theoretical argument once it has been decided, and what to do in the absence of theoretical arguments. (TJ)

ED 165 202 CS 502 352

Seibert, David R.

Proof Beyond a Reasonable Doubt as Proof to a Reasonable Degree of Certainty: An Experimental Test of an Hypothesis Advanced by State Trial Judges.

Pub Date-Nov 78

Note-28p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Reproduced from best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Communication (Thought Transfer), Court Cases, *Due Process, *Justice, Legal Problems, *Research

Identifiers-*Communication Research, *Juries

A study was conducted to discover whether jurors perceived a difference between instructions to assign guilt on a beyond a reasonable doubt'' standard as compared with a to a reasonable degree of certainty'' standard. The main study included 88 communication students who read a case summary and one of four versions of jury instructions. They were then divided into six-person juries composed of people who had received identical versions of the jury instructions to deliberate the case. One group of jurors received burden-of-proof instructions emphasizing reasonable doubt, a second set emphasized reasonable certainty, a third set combined the two, and a fourth set had no instructions. After a verdict was reached or the jury was declared hung,'' subjects were asked what their final vote in the deliberation had been and how strongly they believed in the defendant's guilt. It was found that the reasonable doubt'' instruction and the composite instruction produced almost identical results while the reasonable certainty'' instruction produced both belief-in-guilt ratings and a conviction rate lower than either of the first two. The no-instruction condition produced the highest mean rating of belief-in-guilt and the highest conviction rate. (TJ)

ED 165 203 CS 502 353

Arnold, William E.

Communication & Aging.

Pub Date- 77
Note-120p.; Bibliography prepared at Arizona State University ; Best copy available
Available from-Department of Communication and Theatre, Arizona State University, Tempe, Arizona 85281 ($3.95)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Behavior Patterns, *Bibliographies, *Communication (Thought Transfer), *Geriatrics, *Gerontology, Individual Development, Interpersonal Relationship, *Older Adults, Research, Social Relations, Speech Communication
Identifiers-*Communication Research

This extensive bibliography contains more than 1,800 entries about communication and aging. The citations include journal articles, unpublished papers, speeches, dissertations, research studies, and books that relate aging and the aged to a variety of topics, including the following: physiological deterioration, socialization, political activities, self-esteem and self-concept, behavior problems, behavior patterns, transportation and housing problems, retirement and leisure activities, personality development and disorder, ethnicity, family relationships, interpersonal relationships, sensory thresholds, sexual activities, social interactions, intercultural differences in attitudes toward the aged, the needs of the aged, care of the chronically ill, methods of physical and psychological therapy, marital relationships and problems, death anxiety, and death education. (RL)

ED 165 204 CS 502 357

Arnold, William E. And Others
Nonverbal Communication: A Bibliography.
Pub Date- 77
Note-102p.; Bibliography prepared at Arizona State University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Bibliographies, Body Language, Cognitive Processes, *Communication (Thought Transfer), Higher Education, *Interaction Process Analysis, Kinesthetic Perception, *Nonverbal Communication, Research, Social Relations, Space Orientation, Tactual Perception

Identifiers-*Communication Research

The entries in this extensive bibliography represent books, educational journals, dissertations, popular magazines, and research studies that deal with the topic of nonverbal communication. Divided into time periods (1975 to present, 1973 to 1975, and before 1973), the titles span a variety of topics, including the following: sensory perception, body language, communication behavior, motor skills, facial cues, memory and cognition, personality and emotional state, empathy, interpersonal affective state, leadership, communication skill development, teacher role, social dominance, cooperation and competition, paralanguage, deception, correspondence therapy, signaling in conversation, nonverbal marital interaction, communication and suicidal actions, classroom behavior disorders, emotional meaning, animal language, hostility, deference and demeanor, style of dress, social values, and sex-related cues. (MAI)

ED 165 205 CS 502 358

Katzman, Natan Wirt, Kenneth

Arts and Cultural Programs on Radio and Television. Research Division Report No. 4.

National Endowment for the Arts, Washington, D.C.

Pub Date-Sep 77

Note-94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Administrator Attitudes, Broadcast Industry, *Cultural Activities, *Fine Arts, Material Development, *Media Research, Planning, *Programing (Broadcast), *Radio, *Television

The findings of a planning study of arts and cultural programing on commercial and public radio and television are summarized in this report. Focusing on the decision making process on arts and cultural subjects in the broadcast industry, the report presents information on the following topics: how the phrase "arts and cultural programing" is understood by key broadcast executives, the terminology used in the industry to describe significant arts and cultural programing, the kinds of programing designated by the industry as "arts and cultural," how the amount of money and broadcast time for arts and cultural programs compare with those provided for other types of programs, the method used in the industry to determine audiences for arts and cultural programing, the means of support for such programing, and the kinds of programs that would be used if they were available. (FL)

ED 165 206 CS 502 361

Keaveney, Madeline M.
Problems in the Analysis and Performance of Literature in Translation.
Pub Date- 76
Note-16p.; Study prepared at California State University, Chico
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Interpretive Reading, Language Patterns, *Semantics, *Textual Criticism, *Theater Arts, *Translation

An important part of the task of an oral interpreter performing a piece of literature in translation is to deal with some of the difficulties inherent in the analysis and performance of such literature. The interpreter must examine the basic accuracy of the text; decide which of several translations to use in performance, choosing the one that best renders both the spirit and sense of the original text; be aware of what can be lost in translation, such as double meanings; realize what is seldom translatable, such as aberrations in punctuation or forms integral to comprehension of the message; and show what the original would have been like had it been conceived in English. (Extensive footnotes and illustrations are included.) (TJ)

ED 165 207 CS 502 362

Hensley, Carl Wayne

The Death of a Rhetorical Vision: Disciples of Christ and Social Change.

Pub Date-Nov 78
Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Christianity, *Cultural Context, Culture, *Organizational Change, Religion, Religious Conflict, *Religious Cultural Groups, *Rhetoric, *Social Change
Identifiers-*Disciples of Christ

The Disciples of Christ, an indigenous American religious movement born on the frontier, grew rapidly until early in the twentieth century. Its growth was based on a rhetorical vision that offered a plausible interpretation of the data of the senses and accounted for developments in human activity and conditions. That rhetorical vision was linked to democratic political fantasies of the worth of the individual and of rural-agrarian supremacy. It decayed from a dynamic drama of restoration of the pristine New Testament church to a rigid structure of institutionalization. Faith and imagination go together, translating spiritual truths into the fantasy world view of the culture, and while ultimate truths remain constant, the rhetorical approach must change. Liberal and conservative Disciples lost sight of this principle and lost most of the persuasiveness enjoyed in the early days. When the vision fragmented in the conflict with cultural change and the new European theology, most of its millennial eschatology faded out. A religious rhetoric that neglects the eschatological frame of reference is not true to the biblical message nor to the needs of modern people. (TJ)

Comstock, George And Others

Television and Human Behavior.

Pub Date-78
Note-510p.
Available from-Columbia University Press, 562 West 113th Street, New York, New York 10025 ($16.95 cloth, $9.95 paper)
Document Not Available from EDRS.
Descriptors-Audiences, *Behavior Patterns, Children, Content Analysis, Human Living, Literature Reviews, Mass Media, Politics, Popular Culture, Programing (Broadcast), Research Methodology, Social Sciences, *Television, *Television Research, *Television Viewing, Viewing Time
Identifiers-Advertising, *Audience Response, *Media Effects

To compile a comprehensive review of English language scientific literature regarding the effects of television on human behavior, the authors of this book evaluated more than 2,500 books, articles, reports, and other documents. Rather than taking a traditional approach, the authors followed a new model for the retrieval and synthesis of scientific information based on review of the literature, the establishment of an information service to search through the literature and disseminate materials, and the designation of the first author as principal investigator and organizer of the book. The book discusses television research according to the following topics: an overview, past and future; content analysis of various program types; audience analysis; television in everyday life; the effect of television on children and other specific audiences; television in politics and advertising; the psychology of behavioral effects; and the future of television. In addition to a lengthy reference section, the book provides a name and subject index. (MAI)

ED 165 209 CS 502 364

Gouran, Dennis S.

Response to The Paradox and Promise of Small Group Research,'' Revisited.

Pub Date-Nov 78

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Communication (Thought Transfer), Group Discussion, *Group Dynamics, *Group Relations, *Interaction Process Analysis, Research Methodology, *Research Needs

Identifiers-*Communication Research

An example of how the quality of research on small groups could be enhanced is to develop a framework of scholarship around a series of hierarchical guiding questions concerning the functions of communication in the small group, the characteristics of the behavior and of the producers of that behavior that determine the extent to which particular functions are served, the way in which functions of communication are affected by the context in which they occur, and the interrelationships of the functions of communication in the small group. Such a structure of questions would make it possible to build a meaningful inventory of extant scholarship; would better equip researchers to respond to and overcome criticisms advanced about the field as a whole; would increase the importance of the role of theory; and would increase the potential for synthesis, comparability of research findings, meaningful criticism, and construction of methodological tools for advancing knowledge in a rigorous and systematic fashion. (TJ)

ED 165 210 CS 502 365

Wood, Julia T.

Interpersonal and Small Group Communication Research in 1977: Review and Commentary.

Pub Date-Nov 78

Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Not available in hard copy due to print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Communication (Thought Transfer), Intellectual Disciplines, *Literature Reviews, Questionnaires, *Research Methodology, *Research Needs, *Research Problems, *Speech Communication, Surveys

Identifiers-*Communication Research

A review of more than 100 articles and papers in interpersonal and small group communication (ISG) research done in 1977 and a survey of active researchers revealed that it was difficult to identify significant trends in content and methodology as well as to note specific advances and problems reflected in the research. However, six issues or themes emanating from 1977 ISG research are: researchers are increasingly concerned about the lack of adequate theoretical foundations for ISG research, many researchers are concerned about the tendency to exceed the conceptual boundaries of human communication, many researchers are disappointed by the quality of questions that are addressed, many ISG researchers remain concerned by the prevalence of the "law of the hammer" (the tendency of social scientists to inflict an available methodology on phenomena regardless of the appropriateness of that methodology), ISG researchers recognize the lack of adequate focus and clear conceptualization reflected in recent research, and ISG researchers appear eager for and in need of extended and thoughtful exchanges among themselves. (A bibliography of 1977 ISG articles and the questionnaire used in the survey are appended.) (TJ)

ED 165 211 CS 502 366

Becker, Samuel L.

Directions of Small Group Research for the 1980's.

Pub Date-Nov 78

Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Group Dynamics, *Group Relations, *Interaction Process Analysis, *Research Needs, Speech Communication

Identifiers-*Communication Research

Speech communicators need to return to applied research, developing theoretical statements about how groups might work better and testing the validity of those statements. Among the tasks that group communication researchers might take up are determining the range of applicability of generalizations concerning different kinds of groups, studying the factors that increase or decrease the probability that a minority will accept majority opinion, studying creative groups to determine the range of generalizability for current theoretical statements, and questioning category systems currently in use. They might also manipulate factors that are used to distinguish groups to see whether manipulating those factors alters the probabilities of outcomes in predictable ways, look at how groups have learned from their past successes or failures, attempt to perceive and specify the underlying rules that seem to govern the discourse of rule-governed groups, and see how information processing leads to impression formation of others in the group and how that impression affects one's behavior toward each of the others. (TJ)

ED 165 212 CS 502 370

Phillips, Jerrold A.

Strategies of Communication in Recent Experimental Theatre.

Pub Date-Nov 78

Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Audiences, Body Language, *Communication (Thought Transfer), *Drama, Information Theory, *Nonverbal Communication, Perception, Symbols (Literary), *Theater Arts, Theoretical Criticism

Identifiers-*Experimental Theater, Foreman (Richard), Wilson (Robert)

Because it focuses on questions of communication, the experimental theatre of the 1970s, particularly that created by Robert Wilson and Richard Foreman, can be analyzed according to two distinct theories regarding the communication process. The first theory defines communication as a process in which the communicator selects and transmits messages to a receiver using both verbal and nonverbal channels and with the receiver providing the feedback; the second describes the communication process as the encoding and decoding of messages. To deepen his understanding of nonverbal channels, Wilson explored a wide range of body exercises and examined the atypical perceptual world of the deaf, brain damaged, and mentally ill; he also produced unique images from his own imagination. In his theatre pieces, Wilson uses pacing, lack of assigned meaning, and redundancy to present new understandings and perceptions to the spectator. In contrast, Foreman's vision turns inward and involves minute examination of the process that transforms the perceptual field into perception. Foreman's theatre pieces, which center on the manner in which perceptions are decoded, take the form of a series of tableaux that are continuously being composed, held, and recomposed for the viewer to decode. (MAI)

ED 165 213 CS 502 372

Busby, Linda J.

Broadcast Education: Courses on Women, Minorities and the Mass Media.

Pub Date-Nov 77

Note-22p.; Paper presented at theNational Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 13-17, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Curriculum, *Course Descriptions, *Cultural Images, Curriculum Research, Educational Resources, Females, Higher Education, *Mass Media, Popular Culture, School Surveys, *Sex Role, *Womens Studies

Drawing on questionnaire responses given by 46 universities offering women's studies programs, on information contained in ``Media Report to Women'' (a monthly publication for women interested in media), and on a variety of books, films, and periodicals, this report identifies the topics concerned with women and the media that are taught in broadcast education courses, the universities that offer the courses, and the materials they use. The report presents lists of course objectives and projects and of specific topics developed in one particular course. It also offers a description of a course on masculine and feminine images in film, including the topics and films covered; and it lists the television programs, periodicals, novels, films, and music that are evaluated by students in a course on the images of women in popular culture. A list of the universities responding to the survey and a bibliography of materials related to the study of women and the media are also provided. (FL)

ED 165 214 CS 502 375

Alabama Course of Study: Language Arts, K-12. Bulletin No. 6.
Alabama State Dept. of Education, Montgomery.
Pub Date-Feb 76
Note-84p.; For related document, see CS 502 376
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Behavioral Objectives, *Curriculum Development, Curriculum Guides, Educational Alternatives, Elective Courses, Elementary Secondary Education, Instructional Materials, *Language Arts, Listening, Program Development, Reading, Sequential Approach, *Skill Development, Speaking, Writing

Designed for use by local schools in developing language arts programs, this guide is organized into eight sections. An introductory section contains a rationale for language arts in the school program, discussions of the characteristics of a good language arts program and of student language rights, lists of general communication goals for students, and suggestions for use of the guide. Four sections list sequences of minimum skills in the areas of reading, writing, listening, and speaking and suggest the appropriate grade level for introducing each skill. Two sections deal with alternative language arts programs for middle, junior high, and high schools, and a concluding section discusses special electives related to language arts. (FL)

ED 165 215 CS 502 376

Jungwirth, Martha, Ed. And Others

A Guide for Developing Language Arts Curricula (A Plan for Program Development). Bulletin No. 5.

Alabama State Dept. of Education, Montgomery.

Pub Date-77

Note-200p.; For related document, see CS 502 375; A number of pages may not reproduce well due to light type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Curriculum Development, Curriculum Guides, Elementary Secondary Education, Instructional Materials, *Language Arts, *Learning Activities, Listening, Program Development, Reading, *Skill Development, Speaking, Writing

Designed for use by local schools in developing language arts programs, this guide presents a sequence of skill development for each of four areas of interest: listening, speaking, writing, and reading. The first part of the guide relates the principles of building a language arts program, discusses the development of communication skills, and suggests ways of building a language arts program. The second part is organized in chart form and outlines concepts, activities, and materials for use in the development of skills in the four areas of interest. These areas are arranged according to grade level. (FL)

ED 165 216 CS 502 378

Selected Characteristics of Artists: 1970: Self-Employment, Migration, Household and Family. Research Division Report No. 10.

National Endowment for the Arts, Washington, D.C.

Pub Date-Nov 78

Note-28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Architects, *Artists, Authors, *Demography, Employment Patterns, Family Characteristics, Migration Patterns, Musicians, *Occupational Information, Occupational Mobility

Based on data concerning the artist population of the United States collected in the 1970 census, this report examines three patterns in the lives of artists. The first chapter analyzes self-employment patterns and includes information about the size of the self-employed artist population, its earnings, and a breakdown of self-employment patterns according to occupation. The occupations discussed are authors, architects, painters/sculptors, photographers, and musicians/composers. The second chapter presents data on the migration patterns of artists between 1965 and 1970. Specifically, their migration from region to region and to major metropolitan areas is analyzed. The final chapter examines the household characteristics of artists and includes information on their living arrangements, families, children, and marital status. (Twelve tables and six lists of figures are included.) (FL)

ED 165 217 CS 502 388

DeWine, Sue James, Anita

The Hippocratic Oath and Standards for Organizational Communication Consultants.

Pub Date-Nov 78

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Consultants, *Ethical Values, Information Networks, *Organizational Communication, *Organizational Effectiveness, Public Relations, *Standards

The basic issues faced by organizational communication consultants can be considered according to five general principles. First, the communication consultant must be objective and unbiased in interacting with the client. When a conflict of values occurs, objectivity and honesty can be maintained if the consultant assumes responsibility for any personal decisions, recommendations, and changes discussed with the client. Second, communication consultants must maintain high standards of professional competence by providing only those services for which they have been uniquely trained and by admitting limitations regarding areas of expertise that are outside of their scope. Third, strict standards of confidentiality must be maintained, not only on ethical grounds, but for legal reasons as well. Fourth, the consultant must be familiar with the ethical standards of the profession, particularly those that govern the moral and legal practices of the corporation and the demands that the corporation places on the individual employee. Finally, the individual must not only be aware of the impact that his/her consulting practices have on the corporation, but must regularly evaluate and revise these practices. (MAI)

Hur, Kenneth Kyoon Robinson, John P.

Roots'' and Racial Attitudes: A Cross-National Study.

Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Black History, Blacks, Commercial Television, *Cross Cultural Studies, Mass Media, Programing (Broadcast), Public Opinion, *Racial Attitudes, Racial Factors, *Slavery, Television Research, Television Surveys, *Television Viewing
Identifiers-*Audience Response, England, *Roots, United States

To compare American and English audience attitudes after viewing the television production of Roots,'' a study was devised whereby sample groups from both countries were surveyed regarding their perceptions of program content and its historical accuracy, their judgments regarding the show's portrayal of slavery, and their personal racial attitudes. Results of the survey indicated the following: both American and British samples revealed heavy exposure to Roots''; both audience samples considered the series to be a credible portrayal of the conditions of slavery; the British viewers, however, thought that the blacks suffered more than white immigrants at the same period, while 26% of the American audience disagreed; more British than American viewers regarded the present day black as equal to the white in trustworthiness and incentive; both groups revealed a low correlation between the viewing of Roots'' and changes in racial attitudes; and American nonviewers of Roots'' tended to avoid the show more because of their negative racial attitudes, while for British nonviewers different tastes in programing affected their choices. (Tables are included.) (MAI)

ED 165 219 CS 502 392

Anderson, James A.

Televised Values and Family Values: Teaching Receivership Skills to Elementary School Children.

Pub Date-Nov 78

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Development, *Communication (Thought Transfer), Elementary Education, *Ethical Values, *Personal Values, *Teaching Techniques, *Television

Values are more easily discussed than manipulated or measured. A curricular development project aimed at developing critical television viewing skills has developed a curriculum for the middle school grades. The project is based on the assumption that children can utilize certain viewing, listening, and reading skills and analytic procedures to modify source, message, and medium effects, and that these skills and procedures can be taught in the regular classroom. Among the goals of the project are to prepare young persons to identify and evaluate the values and value conflicts embedded in much of television content, and to provide experiences in value clarification, including the consideration of reasonable alternatives to the problem solutions presented in television programs. One classroom approach is to work out descriptions of children's favorite television characters, identify the values represented by the characters, and explore values inherent in different situations. This process can help teach children value identification, value clarification, and value judgment. (TJ)

ED 165 220 EA 011 011

Administration of Public Laws 81-874 & 81-815. Twenty-Seventh Annual Report of the Commissioner of Education, Sept. 30, 1977. (Appendix A of the Annual Report of the U.S. Commissioner of Education, Fiscal Year 1977.)

Office of Education (DHEW), Washington, D.C.
Report No.-HEW-OE-78-07300
Pub Date-78
Note-586p.; For a related document, see ED 145 596
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01886-1; $5.50)
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-Building Operation, Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, School Construction, School Districts, School Maintenance, Tables (Data)
Identifiers-*Public Law 81 815, *Public Law 81 874, School Disaster Aid

Public Laws 81-815 and 81-874 were enacted in 1950 to assist school districts financially burdened as a result of certain federal activities. Under Public Law 81-874, payments for maintenance and operation of local schools are authorized when local revenues are reduced by the federal acquisition of real property, when the district provides education to children who reside on federal property, or when there is a sudden increase in school attendance due to federal activities. Under Public Law 81-815 federal financial assistance is authorized for school construction in districts having substantial enrollment increases due to federal activities. In 1965 both laws were amended to include federal disaster assistance to schools. The bulk of this report is made up of tables detailing the administration of both laws since 1951 with an emphasis on 1977. Tables for P.L. 81-874 show such data as applications submitted, appropriations, entitlements,

payments, expenditures, number of children eligible for payment, and payments for transportation, custodial, and maintenance services. Tables for P.L. 81-815 show such figures as appropriations, per pupil construction costs, applications, projects approved, and numbers of classrooms provided. The last table shows federal funds reserved for disaster assistance for fiscal years 1966-77 and 1977. The data indicate substantial program growth since the laws were enacted. (Author/JM)

ED 165 221 EA 011 015

Hanushek, Eric A. Hochman, Harold

The Structure of the New York City School System: Research Problems and Research Agenda.

Pub Date- 77

Note-24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Board of Education Policy, *Change Strategies, Educational Administration, Educational Change, Educational Improvement, Educational Policy, Elementary Secondary Education, Organizational Change, *Policy Formation, Public School Systems

Identifiers-New York Public Schools NY

Current dissatisfaction with operations of the New York City school system calls for policy proposals based on a better understanding of the system, rather than on economic issues. Any policy proposals aimed at reform must describe the goals of suggested programs and indicate how they relate to the goals of other programs. An evaluation of student performance is essential. Also important is a consideration of costs and outcomes of the proposal, the role played by the consumer, and the successful placement of students and personnel in the system. Since the New York City system is too aggregative, properly structured decentralization would be an appropriate route to take. For example, local school boards should be permitted to design their own school systems, paying particular attention to the heterogeneity of the community. The role of the teachers' union, migration to avoid taxation, and contracting out for educational services are other factors to explore when initiating policy reform in the New York system. (Author/LD)

ED 165 222 EA 011 016

Moskowitz, Jay Sherman, Joel

School Finance Litigation: The Use of Data Analysis.

Pub Date-77

Note-26p.; Figures 1 and 2 may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Court Litigation, *Data Analysis, Educational Finance, Elementary Secondary Education, Equal Education, *Finance Reform, Graphs, School District Spending, Tables (Data)

School finance cases are relying increasingly on data analysis to show inequities. Such cases are based on the assumption that some state school finance systems are failing to achieve fiscal and educational equality. Data analysis can be used to show such things as the use of wealth as the primary determinant of a certain school district's expenditures or the insufficiency of equalization aid to equalize access to educational revenues. Four major pieces of data are required for empirical analysis: property wealth, expenditures, state aid, and equalized tax rates. Methodological problems encountered in data collection include determining the best source of data or the best method of counting pupils. Presentation of data must be simple and clear or the court will misunderstand or discount findings. Tables are used to show such things as comparisons of districts with high and low property wealth. Graphs are used to show such relationships as the link between property value per pupil and operating expense per pupil or the link between expenditures per pupil and educational services. Although data analysis techniques may be sometimes difficult for courts to comprehend, indications are that the use of data analysis in school finance cases is going to grow. (Author/JM)

ED 165 223 EA 011 017

Berke, Joel S. And Others

Federal Aid and State School Finance: Present Patterns and Future Alternatives.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.

Spons Agency-National Conference of State Legislatures, Washington, D.C.
Pub Date-Aug 75
Note-56p.; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Economic Disadvantagement, Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, *Federal Aid, *Finance Reform, State Aid, Tables (Data)

Although federal aid is not a large portion of school funding, it has a large effect on schools. Federal education aid flows mainly to poor states, central cities, and rural areas. Where states exercise discretion in allocating federal aid, distribution follows the general distribution pattern of the basic state aid formula. If a state has an equalizing formula, federal aid distribution can enhance state school finance equity. While state aid is based on variations in property wealth, federal aid compensates for variations in family income. Consistency of federal and state aid distribution policies requires better measures to assess the wealth of individual school districts. Federal interest in promoting and sustaining school finance reform peaked with the Rodriguez decision. Yet the movement to provide intrastate school finance equalization will continue to stimulate national debate for many years. This is because there are still major intrastate inequities and because federal equalization aid could help fund finance reforms in both rich and poor states. Finally, a program of general federal aid would mean that the federal government would no longer provide programs that later become a major local or state burden and strain a state's ability to fund its own finance reform programs. (Author/JM)

ED 165 224 EA 011 018

Evaluating Vermont's System of Financing Education and Recommendations for Equalizing State and Local Education Finance Programs. Executive Summary of the Final Report.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
Pub Date-Mar 77
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Finance, Educational Research, Elementary Secondary Education, Equal Education, *Equalization Aid, Expenditures, *Finance Reform, *Financial Policy, *State Aid
Identifiers-Property Wealth, *Vermont

This report describes and summarizes the final report of a 1976-77 study of Vermont's system of raising and distributing educational resources. In this study, Vermont's school finance system was analyzed, several alternative school finance formulas were simulated, and an extensive school finance data set and data set documentation were compiled. This executive summary presents 30 findings and 14 recommendations contained in the final report. The research attempted to discover how educational resources in Vermont can be distributed in a way that provides greater equality of educational opportunity. It also addressed how educational revenues in Vermont can be raised in a more adequate and equitable manner. Findings and recommendations focus on educational needs and expenditures, measurement and distribution of wealth, impact of the current school finance system, and availability and reliability of data. The report also offers a list of activities the state of Vermont should undertake as part of an ongoing system of evaluation and research. (Author/JM)

Jargowsky, Peter P. Moskowitz, Jay
Systems Division Report. The New Jersey Education Data System. SDR.76.45.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
Pub Date-Aug 76
Note-25p.; Figure 1 may be illegible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Computer Science, *Data Analysis, *Educational Finance, Elementary Secondary Education, *Finance Reform, Simulation, State Aid
Identifiers-*New Jersey, State Aid Formulas

This data system was formulated to analyze school finance issues in New Jersey. It is intended for simulation and analysis of the effects of school finance reform. The system has three components. The first is the data base containing such information as district enrollment, property valuation, or financial information. The second is the aid allocation component that simulates the effects of aid allocation models. The analysis component analyzes the alternative aid allocation models. In the data base component, school districts are classified by socioeconomic factors and community type. The data system uses a data base management system that is flexible and will support a wide variety of analyses. The system is intended to analyze the impact of the present state aid formula; the impact of alternative measures of wealth, effort, or student need; and the impact of alternative state aid formulas. A simulation of alternative methods of taxation will also be possible. A glossary of terms used in the system concludes the report. (Author/JM)

ED 165 226 EA 011 020

School Finance Equalization Management System: An Overview.

Educational Testing Service, Princeton, N.J. Education Policy Research Institute
Pub Date-Apr 77
Note-27p.; Pages 5, 12, and 15 may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Computer Science, *Data Analysis, *Educational Finance, Elementary Secondary Education, Equalization Aid, Finance Reform, Simulation, *State Aid
Identifiers-School Finance Equalization Management System, *State Aid Formulas

This overview acquaints prospective users with the School Finance Equalization Management System (SFEMS), a computer-based system designed to answer questions about state aid distribution. SFEMS can determine such things as the current pattern of aid distribution, the current pattern of tax effort, or the effect of alternative expenditure and taxation systems. The system is composed of three phases: data collection, aid allocation, and analysis. The data collection component contains all data relevant to the problems being addressed. In the aid allocation component, alternative school finance plans are simulated and new expenditure levels and tax rates are predicted. In the analysis phase, allocation alternatives are compared and evaluated. Several formulas can be used to equalize the allocation of state aid. These are guaranteed valuation, percentage equalizing, district power equalizing, foundation programs, or a general form. State aid formulas that are not equalizing include minimum aid formulas, save-harmless provisions, and categorical aid. The effects of all these allocation formulas can be analyzed through a sequenced report, a frequency report, or a Gini report. (Author/JM)

ED 165 227 EA 011 063

Polinsky, Jeffrey

An Examination of the Boston School System's Budgetary Process.

Pub Date-12 Dec 77

Note-85p.; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Role, *Budgeting, Educational Administration, Educational Research, Elementary Secondary Education, Interviews, Organizational Effectiveness, *School District Spending

Identifiers-Boston Public Schools MA

This study tried to determine if the new methods of budgeting and new organization instituted by the Boston School System in 1976 appeared to be effective in bringing runaway spending under control. Data were gathered through interviews with school department personnel, consultants, personnel in agencies responsible for school monitoring, and members of public interest groups. Budget and enrollment figures since 1962 were gathered. Formulation and approval of the budget were analyzed and an operations analysis of the effectiveness of the school department and old and new budget systems was done. Findings indicate basic weaknesses in the previous formulation of the school budget but that the new cost-centered system promises significant improvement. Deficit spending is the fault of factors outside the control of the school system. Special education and bilingual education account for some budget increases. The costs of desegregation, often cited as causing school budget inflation, are less significant than previously thought. The collective bargaining system also causes budget inflation. At the roots of the school system's problems are past Boston School Committees with little expertise or responsiveness to the public, although this situation promises to improve. Administrator roles need to be clarified and the level of administrator expertise improved. (Author/JM)

ED 165 228 EA 011 064

Matthews, Kenneth M.

School Business Officials and the Price of Education in Georgia.

Pub Date-2 Nov 78

Note-9p.; Paper presented at the Georgia Association of School Business Officials Annual Conference (13th, Albany, Georgia, November 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrative Personnel, Costs, Educational Finance, *Expenditure Per Student, *Financial Support, Public Relations, *School Community Relationship, School Taxes, Tax Support

Identifiers-*Georgia

Between the 1966-76 and 1976-77 school years, expenditures per pupil for the maintenance and operation of Georgia public schools rose 146 percent. Even after adjustments for inflation, this is a substantial increase. Faced with taxpayer resistance to increasing taxes, educational leaders can choose from three options. They can adopt an aggressive public relations program to gain financial support; they can voluntarily reduce requests for revenue; or they can merely keep asking for more funds until taxpayers refuse to pay. If the first option is chosen, educational leaders must convince the public that if schools are to meet the expectations of society, public education must have a significant portion of our financial resources. If the second option is [illegible] educational leaders must be sure not to overreact and ask for [illegible]n the public is willing to pay. The third option fails to take advantage of the duty of educational leaders to influence public opinion. Public confidence in the management of public education can be influenced greatly by the success school business officials have in applying sound management practices and keeping the public informed of their progress. (Author/JM)

Education and Drugs. Report of the Education Sub-Committee of the Alcohol and Drug Authority.
Western Australia Education Dept., Perth.
Pub Date-Dec 76
Note-54p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Role, *Alcohol Education, Drug Abuse, *Drug Education, Drug Legislation, Elementary Secondary Education, Foreign Countries, *Health Education
Identifiers-*Australia

In Australia, drug and alcohol education should be an integral part of a total health education program with an emphasis on developing student decision-making powers. The use of explicit information about drugs and attempts to scare people away from drugs may actually be counterproductive and encourage drug abuse. The teacher is the primary health educator in the school, and speakers on health from outside the school must be used in moderation. There are a number of shortcomings in the current provision of drug and health education. There must be stronger support for health education, commencing in the primary school. A number of agencies are available for drug education and counselling. Greater coordination of all agencies is called for. There should be more opportunities for continuing education for health teachers. Many groups in the community can benefit from health education programs. The mass media may at times inadvertantly encourage drug use and ought to be more responsible. Legislators ought to keep an open mind about the desirability of legal sanctions against drug use. Related materials in the appendix include surveys of student drug use, a proposed drug education program, and a recommendation for the principal's response to drug abuse in the school. (Author/JM)

ED 165 230 EA 011 097

Hickey, Howard And Others

Mainlining Community Education: An Inservice Training Program for Elementary School Principals, 1977-78.

Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-G00702071
Note-369p.; Parts of appendices may not reproduce clearly
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Community Education, Community Involvement, Elementary Education, *Inservice Education, *Inservice Programs, Interpersonal Competence, *Leadership Training, *Management Development, Needs Assessment, Parent Participation, *Principals, School Community Relationship, Teacher Discipline, Urban Schools, Workshops

Thirty elementary school principals from twelve Michigan urban school districts attended a series of inservice training programs emphasizing the development of management skills necessary for elementary principals to administer a comprehensive community education program. Each monthly session of the year-long program was dedicated to a specific skill area. Chapters 1 through 9 describe in detail the topics: (1) program needs assessment and introduction to the general concepts of community education; (2) interpersonal process recall; (3) parent/community involvement; (4) assessing building needs and building budget planning; (5) the Flint Community Education Model, program and process in action; (6) corrective discipline for professional personnel, improving instruction through staff evaluation; (7) the family and community structure; (8) interviewing techniques and program assessment; and (9) project evaluation and wrap-up. The appendices contain a series of building activities that have been used successfully by elementary principals to get the community involved in their schools, and a series of yearly designs for planning parent/community involvement. (Author/MLF)

ED 165 231 EA 011 128

Rubel, Robert J.

The Unruly School. Disorders, Disruptions, and Crimes.

Pub Date-77
Grant-76-NI-990077
Note-193p.
Available from-Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($11.75)
Document Not Available from EDRS.
Descriptors-Administrator Responsibility, Corporal Punishment, *Crime, Delinquency, Discipline, Elementary Secondary Education, Expulsion, Federal Court Litigation, Public Schools, School Vandalism, Supreme Court Litigation, Suspension, Teacher Responsibility, *Violence

This book analyzes changes in the nature and extent of student crime and violence in American public secondary schools from 1950 to 1975. Specific attention is given to the types of juvenile crimes, disorders, and disruptions that most strongly influence the administration of schools and generally require administrative responses. School responses to student misbehavior are also discussed. (Author/PKP)

ED 165 232 EA 011 129

Garber, Lee O. Micken, Charles M.

The Law and the Teacher in Pennsylvania A Handbook for Teachers, Administrators, and School Board Members. Third Edition.

Pub Date-78

Note-202p.

Available from-The Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (Order No. 2011; $7.95; educational discounts)

Document Not Available from EDRS.

Descriptors-Bibliographies, Collective Bargaining, Contracts, Court Cases, Elementary Secondary Education, Ethics, Governance, Organization, *School Law, State Government, State Legislation, Teacher Associations, Teacher Certification, *Teacher Employment, Teacher Retirement, Teachers, Tenure, Torts

Identifiers-Pennsylvania, *Teacher Rights

This handbook, intended for use by teachers, administrators, and school board members in Pennsylvania, discusses constitutional, statutory, and case law related to the rights and obligations of teachers. Divided into fifteen chapters (with appendix and selected bibliography), the first four deal with education as a governmental function, the purpose of education, and Pennsylvania's organization for education. Chapters five through nine discuss the legal status of teachers generally and under Pennsylvania statute, the employment of teachers (certification, contract rights), and employment security, teacher tenure, and retirement. Chapter 10 deals with tort liability of school districts and school employees, chapter 11 with collective bargaining, and chapter 12 with miscellaneous statutory duties, rights, and limitations of teachers. The final two chapters deal with the professional status of teachers, professional organizations, and code of ethics. (PKP)

ED 165 233 EA 011 130

Gibbins, Neil L. And Others

Law of Free Public Education in West Virginia A Handbook for School Personnel, Board Members, and Students.

Pub Date-78

Note-106p.

Available from-The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (Order No. 2000; $4.95; educational discounts)

Document Not Available from EDRS.

Descriptors-Accountability, *Boards of Education, Collective Bargaining, Constitutional Law, *Court Litigation, *Educational Finance, *Employment, Federal Court Litigation, Federal Legislation, Guides, Public Schools, *School Administration, State Boards of Education, State Departments of Education, *State Legislation, *Student Rights, Supreme Court Litigation

Identifiers-State Court Litigation, West Virginia

This handbook is designed for use by board members, administrators, and teachers to aid them in understanding the legal aspects of governance, management, and operation of public schools in West Virginia. Substantial discussion is devoted to sources of school law (common law, state and federal constitutions, state and federal statutes); the legal framework of West Virginia's public schools; student, teacher, and administrator rights and responsibilities; and financing public education in West Virginia. There are brief discussions of legal aspects of collective bargaining and accountability in West Virginia. Significant state and federal court decisions related to public education outside West Virginia are included, as are interpretations of state statutes pertaining to education by the state superintendent of public instruction and the state attorney-general. (PKP)

ED 165 234 EA 011 131

Nolte, M. Chester

How to Survive in Teaching: The Legal Dimension.

Pub Date-78

Note-225p.

Available from-Teach'em, Inc., 625 North Michigan Avenue, Chicago, Illinois 60611 ($8.90)

Document Not Available from EDRS.

Descriptors-*Academic Freedom, Accountability, Boards of Education, Certification, *Collective Bargaining, Constitutional Law, Corporal Punishment, *Court Litigation, *Discipline, Due Process, Elementary Secondary Education, *Employment, Equal Protection, Federal Court Litigation, Grievance Procedures, Lawyers, Legislation, Social Discrimination, State Church Separation, Supreme Court Litigation, Teachers, *Torts

Identifiers-State Court Litigation, *Teacher Rights

The major purpose of this book is to help make public school teachers more aware of their legal rights and responsibilities. Five areas of legal importance to teachers are discussed: employment security, student discipline and control, liability for student injury, academic freedom, and collective bargaining. The author uses a question/answer format to discuss important legal problems and issues involving teachers. (PKP)

ED 165 235 EA 011 134

Cheng, Charles W.

Altering Collective Bargaining: Citizen Participation in Educational Decision Making.

Pub Date-76

Note-179p.

Available from-Praeger Special Studies, 383 Madison Avenue, New York, New York 10017 ($18.95)

Document Not Available from EDRS.

Descriptors-Boards of Education, *Citizen Participation, *Collective Bargaining, *Community Control, Contracts, Court Litigation, Decision Making, Educational Policy, Elementary Secondary Education, Federal Legislation, *Governance, Political Issues, Public Schools, State Legislation, *Teacher Employment, *Unions

Identifiers-*Scope of Bargaining

The major focus of this study is on altering the current structure of collective bargaining in public education to provide for adequate community participation. Concentrating on big city school systems where minorities and the poor have historically been apart from the educational policy-making process, the study finds that the scope of bargaining between teachers' unions and school boards has expanded into various policy areas, giving the unions increased power to define public school policy and leaving those historically disenfranchised groups in urban centers even further removed from involvement in the policy-making process. This study finds that while the number of educational policy issues has increased in recent years, the power to resolve these issues has shifted to a small group of professionals (board negotiators, union staff, and third-party neutrals) who, the author asserts, are not necessarily accountable to the public. It proposes alternatives for reforming the collective bargaining structure in public education to increase citizen input. (Author/PKP)

ED 165 236 EA 011 135

DeThomasis, Louis

The Finance of Education. An Explanation for Non-financial Administrators and Trustees of Educational Institutions.

Spons Agency-Saint Mary's Coll., Winona, Minn.
Pub Date-78
Note-43p.
Available from-Saint Mary's College, Winona, Minnesota 55987 ($2.50)
Document Not Available from EDRS.
Descriptors-Educational Administration, *Educational Finance, Expenditures, Higher Education, Income, Investment, *Money Management, *School Accounting
Identifiers-Cash Flow

This booklet on the finance of education is designed for nonfinancial administrators and trustees of institutions of higher education. It is meant to familiarize such educational officers with basic concepts, ideas, terminology, and practices in the financial realm. No attempt is made to present analytical details, economic elaborations, or complex fiscal patterns of interest to professional financial managers. The premise of the volume is that if the material resources of a college or university are to be utilized effectively in furthering its educational missions, the trustees and chief executive officers ultimately must be the responsible agents for sound financial management. As responsible agents, these trustees and officers should understand the role and basic principles of accounting (as explained in chapter 1), the management and investment of cash flow'' (as explained in chapter 2), and the processes and risks of investments (as described in chapter 3). (Author/JM)

ED 165 237 EA 011 137

Selected Papers in School Finance 1978.
Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-219p.; For a related document, see ED 135 062; Some tables may be marginally legible
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Comparative Analysis, *Educational Finance, Educational Legislation, *Equal Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, *School District Spending, *State Aid, State Legislation
Identifiers-Wisconsin

This volume contains three papers that evaluate student equality resulting from school financing programs. The papers are based on the premise that student equity can be measured by comparing how much school districts spend. In the first paper the author presents a systematic analysis of several measures of equity and the implication of using each measure. In the second paper, the authors evaluate each state's accomplishment in equalizing student expenditures between 1970 and 1975. The data for the 1970 analysis were derived from 5,100 school districts and for 1975 from 6,100 districts. The authors conclude that overall national expenditure disparities have not decreased and may have, in fact, increased. The final paper is an evaluation of the 1973 Wisconsin school finance reform law. The detailed paper provides insights on how a sweeping reform package can be virtually nullified because of inconsistencies inherent in the legislation. (Author/JM)

ED 165 238 EA 011 149

Little, Derek R.

A Renovation and Conversion Alternative to Overcrowded Facilities at Wilmington High School.

Pub Date-29 Sep 78

Note-55p.; Introductory Practicum, Nova University; Parts of appendix marginally legible

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Building Conversion, Demography, Educational Improvement, Educational Technology, Enrollment, Equipment Storage, Facility Improvement, Facility Utilization Research, *Practicums, *School Improvement, School Organization, Secondary Education, *Space Utilization

Identifiers-*Wilmington Public Schools MA

This practicum effort concentrated on the development and implementation of a renovation/conversion alternative to new school construction at the public high school in Wilmington, Massachusetts. The problem was overcrowded facilities. The strategy utilized to remedy this problem was to convert noninstructional areas of the existing building into instructional areas and make them available for use in several general and specialty courses. (Author)

ED 165 239 EA 011 150

Gasaway, Carl Erwin, Cliff

Consulting/Linkage Knowledge and Skills Inventory.

Illinois State Office of Education, Springfield.

Pub Date-Jul 77

Note-20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Agents, *Consultants, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Measurement Instruments, *Needs Assessment, Questionnaires, Self Evaluation, Staff Improvement

Identifiers-Illinois

This inventory is designed to help educational consultants assess their levels of knowledge and skills in ten broad areas of consulting: communication, entry/intervention, diagnosis, group facilitation, problem-solving, influence/power, resource utilization, conflict management/utilization, and evaluation. The instrument is designed to help educational consultants identify their individual needs for further staff development. As used by the Illinois Office of Education, the inventory is completed before and after an awareness session that focuses on increasing knowledge in the ten consulting skill areas. After needs are identified, the instrument can be used to develop a training program. (Author/JM)

ED 165 240 EA 011 153

Schmuck, Patricia A.

Changing Women's Representation in School Management: A Systems Perspective.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrative Personnel, *Change Strategies, Elementary Secondary Education, Employment Patterns, *Equal Opportunities (Jobs), Higher Education, Leadership Training, *School Administration, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Social Science Research, *Working Women
Identifiers-*Sex Equity in Educational Leadership Project, University of Oregon

Since the turn of the century women have predominated as professionals in public schools, yet women have never held parity with men in management. Educational institutions are deprived of the leadership skill and competence of people who happen to be female. In addition, children are faced daily with sex-typed role models that influence their career aspirations and perpetuate the cycle. This chapter from Women and Educational Leadership: A Reader,'' edited by Sari Knapp Bichlen and Marilyn Brannigan, is about one attempt to reduce the barriers that exclude women from educational leadership. The Sex Equity in Educational Leadership Project (SEEL) at the University of Oregon has attempted to develop a multilevel system model for changing women's role in educational leadership. This chapter has three sections: a description of the current context for changing women's roles in schools and in society, a review of explanations from social science theory and data, and a description of the SEEL project with recommendations about what other states can do to increase the number of women as educational managers. (Author/MLF)

ED 165 241 EA 011 154

Leiter, Jeffrey
Environmental Pressure and School Organizational Structures.
Pub Date-Sep 78
Note-41p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, September 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Community Attitudes, *Cooperation, Correlation, *Environmental Influences, Grievance Procedures, *Group Unity, Interpersonal Relationship, Junior High Schools, Middle Schools, Norms, Organization, *Organizational Communication, Social Science Research, Tables (Data), Teacher Administrator Relationship, *Teacher Associations, Teacher Strikes

This paper examines effects of pressure from the community and teachers' organization on interaction patterns or structures within schools, specifically on normative consensus, upward communication, and facilitative dependence. These structures help determine the extent of cooperation and support teachers receive. Questionnaire data from virtually all administrators and 253 teachers in a stratified random sample of 34 junior high and middle schools are used for a school-level correlation analysis. Community pressure generally disrupts the structures of cooperation, but at severe levels of intrusion into the school, the effect may be reversed as administrators and teachers close ranks against the community. Teacher organization pressure increases consensus among teachers but decreases it between faculty and principal and between principal and superintendent. Such pressure reduces the receptivity of the principal to teacher ideas (in their eyes, at least), although enhancing his actual knowledge of teacher concerns. Finally, teacher organization activity at the district level makes it harder for school personnel to help one another. These findings are interpreted in the light of changes in school-environmental relations, wherein community delegation of authority to professionals is giving way to community surveillance and influence in the schools. (Author)

ED 165 242 EA 011 155

Levin, Benjy

Improving Board Effectiveness: A Review of the Literature and a Proposal.

Social Planning Council of Winnipeg (Manitoba).

Pub Date-9 Sep 77

Note-34p

Available from-Social Planning Council of Winnipeg, 501-177 Lombard, Winnepeg, Manitoba, Canada R3B 0W6 ($1.50, $1.00 for quantities of 10 or more)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Board of Education Role, Boards of Education, Foreign Countries, Governing Boards, *Inservice Education, Literature Reviews

Identifiers-Canada

This study is divided into two parts. The first part is an overview of the literature on boards. This includes consideration of boards of directors of business corporations, of school boards, and of social service boards. The review assesses this literature in terms of its relevance for improving social service boards. Also included is a detailed review of literature directly related to the improvement or training of boards of directors. Methods and materials are discussed. The second part of the report makes some suggestions about the kinds of programs that might be effective and gives some proposals for further action. Six models of board training are suggested special seminars; retreats for a single board; institutes for board chairmen, executive directors, or board members; the provision of self-study materials and ideas; short-term consultation; and long-term consultation. (Author/IRT)

ED 165 243 EA 011 156

Craig, Dorothy P.
Hip Pocket Guide to Planning & Evaluation: Trainer's Handbook.
Learning Concepts, Austin, Tex.
Pub Date-78
Note-228p.
Available from-Learning Concepts, 2501 North Lamar, Austin, Texas 78705 ($39.95; $7.95 for ``Hip Pocket Guide'' only; quantity discounts)
Document Not Available from EDRS.
Descriptors-Change Strategies, *Decision Making, Evaluation Methods, Management Systems, *Manuals, *Organization, *Organizational Change, Organizational Effectiveness, *Planning, Teaching Guides, *Trainers, Workbooks, Workshops

The ``Hip Pocket Guide Trainer's Handbook'' offers a training design, suggested procedures, and a complete set of materials for conducting a workshop or training program on planning and evaluation using the ``Hip Pocket Guide to Planning and Evaluation'' as a participant workbook or text. The training design incorporates a variety of active learning techniques for teaching a step-by-step process for defining a problem, setting objectives, deciding among alternate strategies, preparing for implementation, and designing and using evaluative information. The training design can be used with participants from the same organization or from different organizations. It can be used with participants interested in learning skills for individual and organization problem-solving and task management, as well as for project planning, budgeting, and proposal writing. The training program presented involves a six-week series of six half-day sessions. (Author)

ED 165 244 EA 011 157

Robinson, Norman

The Tasks of Secondary Education: Conflicting Expectations of Parents, Educators and Students.

Pub Date-Feb 73

Note-40p.; Figure 3 may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Community Surveys, *Educational Objectives, Individual Development, Parent Attitudes, Questionnaires, Secondary Education, Statistical Data, Student Attitudes, Student Opinion, Tables (Data), Teacher Attitudes

Identifiers-*British Columbia (West Vancouver), *Task of Public Educ Opinionnaire (Downey et al)

This study attempts to define the principle tasks of secondary education as perceived by parents, educators, and students in one Canadian suburban school district in 1971. In addition, it compares their opinions with those of similar groups in the United States and Canada surveyed a decade earlier. The Task of Public Education (TPE) Opinionnaire was used to measure responses to 16 goals that are broken down into four principal dimensions of individual development: intellectual, social, productive, and personal. Three figures present samples of the questionnaire and six tables analyze the results. Parents, educators, and students all agreed on the primacy of the intellectual dimension in secondary education, findings which are similar to those of the Downey and Hartrick studies done a decade earlier. However, the 1971 West Vancouver results show much greater concern for international harmony and for developing a desire for knowledge than the 1960 and 1961 Downey and Hartrick studies, which emphasize national patriotism and the efficient use of the 3 Rs. The stated value of the study is in the information it provides educational policy-makers in this district. (Author/LD)

ED 165 245 EA 011 158

Robinson, Norman

Patterns of Participatory Management in Schools.

Pub Date-Jun 76
Note-44p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration (Quebec City, Quebec, June 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Assistant Principals, *Decision Making, Educational Research, Elementary Secondary Education, Foreign Countries, Principals, Tables (Data), *Teacher Participation
Identifiers-British Columbia, *Participative Decision Making, *Participative Management

This study attempted to determine the actual and preferred decision-making levels of teachers and principals in schools. Subjects included approximately 30 principals and 675 teachers from elementary and secondary schools in a large suburban school district in Vancouver, British Columbia. Subjects completed a questionnaire on decision-making in their schools. Among the findings to emerge from the study was that both elementary and secondary teachers desired more decision-making in schools. Principals and assistant principals were identified as making more decisions that any other group and were on the whole satisfied with their levels of decision-making. Teachers believe that principals' involvement in decision-making is larger than principals perceive it to be, and, conversely, principals believe teachers to have more involvement in decision-making than teachers believe they have. This study confirms the results of earlier studies that showed that preferred levels of teacher participation in decision-making are greater than actual levels of decision-making. It also confirmed earlier findings that teachers' desire for participation in school decision-making varies with the decisional area. The study suggests that more collegial decision-making systems in schools will produce greater teacher satisfaction and organizational productivity. (Author/JM)

ED 165 246

EA 011 159

Robinson, Norman

Attitudes Toward the Public Schools: A Canadian American Comparison.

Pub Date-Jun 77

Note-22p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration (Fredericton, New Brunswick, June 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Attitudes, *Community Surveys, Comparative Analysis, Educational Research, Elementary Secondary Education, Foreign Countries, *National Surveys, *Public Opinion, Public Schools, Surveys, Tables (Data)

Identifiers-British Columbia (Vancouver), Gallup Poll, United States

This study compared the findings of the 1969-76 Gallup polls on education with findings from three Canadian surveys on attitudes toward public schools. The Canadian studies were done in 1973, 1975, and 1976 in two large suburban school districts in Vancouver, British Columbia. In each of the Canadian surveys 200-250 adults were interviewed. Both the Gallup poll and the British Columbian surveys revealed discipline as the major problem facing schools. The majority of Canadian and American respondents queried favored improved programs and services rather than expulsion for students not interested in school. Subjects from both countries agreed that students do not work hard enough in school. Most respondents favored a system of national, state, or provincial testing. While the Gallup poll and the 1973 Canadian study showed the public almost equally divided on whether the schools' readiness to try innovations was too great, not great enough, or about right, the later Canadian studies showed a growing reaction against educational innovation. And although a majority of Americans were opposed to school tax increases, a majority in each of the Canadian samples would approve a needed increase. Most Canadian and American respondents felt that schools were doing an average or better than average job. (Author/JM)

ED 165 247 EA 011 160

Robinson, Norman

Citizen Advisory Committees: The Faulty Lightning Rod in the Storm of School-Community Relations.

Pub Date-Jun 78
Note-22p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration (London, Ontario, June 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Advisory Committees, Boards of Education, Case Studies, *Citizen Participation, *Conflict Resolution, Decision Making, Educational Research, Elementary Secondary Education, Foreign Countries, *Parent Participation, *School Community Relationship
Identifiers-British Columbia

This case study investigated the capability of school citizen advisory committees to collect, contain, and dissipate conflict. It examined the activities of the Ideal School citizen advisory committee in Vancouver, British Columbia, in 1976-77. The committee attempted to block a decision by the school board to move the school to a new location within another high school. Although several possible alternate sites were considered by the committee and the board, agreement could not be reached, and the board announced its plans to complete the relocation. An angry attack in the media was then launched on the school board by Ideal School teachers, parents, and community residents. Nevertheless, the move was accomplished. Four months later, a board attempt to move the school to an elementary site provoked a strong protest by residents of the elementary school neighborhood. In response, the school board chose yet another site, and the move was successfully made. The conclusion from this experience was that advisory committees function well in attracting and focussing conflict but are not effective at containing or dissipating the conflict. The committee could not prevent the school system-community conflict from exploding into the wider public arena. (Author/JM)

ED 165 248 EA 011 161

Tittle, Carol Kehr And Others
A Study of the Validity and Feasibility of Impact Ratings for Use in Funding and Evaluation.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-CASE-14-78
Pub Date-Aug 78
Grant-VEA-78-3A-540
Note-115p.; Figure 1 may be illegible
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, *Program Evaluation, *Program Validation, Questionnaires, School Districts, *Vocational Education
Identifiers-New York

This study was the second year of a project that attempted to formulate criteria for project evaluation and funding decisions. Activities were designed to produce measures of project impact for vocational education projects. The second year's work focused on refinement of impact variables, and a survey of directors of vocational education concerning their priorities for impact variables. Local education agencies (LEAs) in New York State were asked their opinions about whether the impact variables were valid and whether it would be feasible for them to collect the data required. Six project impact variables were considered the most valid. (1) Students trained have positive attitudes toward work. (2) Training increases student employment options. (3) Employers are satisfied with graduates of the program. (4) Graduates are working in occupations for which they are trained. (5) Project objectives are fulfilled. (6) Training objectives are met in the most cost-effective manner. The LEAs queried indicated that collection of necessary data would be feasible but that they could use support with data collection in several areas. The next steps required are a review of the impact rating forms and development of additional related rating forms and the preparation of a funding and evaluation handbook for LEAs. (Author/JM)

Coons, John E. Sugarman, Stephen D.

Education by Choice: The Case for Family Control.

Pub Date-78

Note-249p.

Available from-University of California Press, 2223 Fulton Street, Berkeley, California 94720 ($10.95)

Document Not Available from EDRS.

Descriptors-Decision Making, Educational Philosophy, *Education Vouchers, Elementary Secondary Education, *Family Involvement, *Parent Participation, Program Descriptions, Racial Integration

Identifiers-Freedom of Choice, Quality Choice Model

This book examines the philosophical issues, possible variations, and implementation of voucher plans of educational choice. The voucher system proposed here (the Quality Choice Model) is based on the assumption that a voucher system can ensure the equal provision of educational resources to children regardless of residential mobility or ability to afford private school. The volume traces the history of choice in education in this country and links voucher plans with a belief in the value of ideological and educational pluralism. The problems that may be raised as a result of the effect of voucher plans on racial integration are addressed. The authors make a case for families being allowed to make educational choices for their children. Most of the book deals with the best design for a voucher plan, including admissions policies, consumer information, fair selection, transportation, teacher certification, transfer policies, regulation of competition, governance, and formation. (Author/JM)

ED 165 250 EA 011 164

Roberts, Leonard E.

The Principal as a Key Member of the Management Team: 1978.

Pub Date-Apr 78

Note-10p.; Paper presented at the Annual Meeting of the National School Boards Association (38th, Anaheim, California, April 1-4, 1978); For a related document, see ED 137 965

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Educational Administration, Elementary Secondary Education, Political Power, *Principals, School Districts, Superintendents, *Team Administration

Identifiers-Drucker (Peter), Iowa

These remarks touch on a variety of topics related to educational administration and the management team. The author recognizes the need for superintendents, principals, and district teams to have a new performance-based management philosophy and system. He believes that although most approaches to educational management tested in the 1960s failed to meet expectations, the experiences gained from this testing form a basis for more successful approaches. The author lists seven of Peter Drucker's recommendations concerning the functioning of the management team. The author mentions that many principals feel the management team is only a myth and that principals have no real power. He notes that principals today feel powerless and frustrated but that many people believe the principal is the critical person in the educational process. He then lists five ideas about what a management team should be and how it can be beneficial to principals. He further lists 11 questions a district should ask itself to see if it has an adequate base on which to build a management team. In closing, the author mentions some experiences concerning management teams in Iowa. (JM)

ED 165 251 EA 011 165

Wood, Carolyn J.

Participatory Decision Making in a Localist Task Group: A Case Study.

Pub Date-Mar 78

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Affective Behavior, Affective Tests, Case Studies, *Decision Making, Elementary Education, *Group Dynamics, *Group Relations, Group Unity, Leadership Responsibility, Open Education, *Organization, Organizational Effectiveness, *Organizational Theories, *Participant Involvement, Problem Solving, Self Directed Groups

Participatory decision-making strategies have been suggested as effective in groups with the task of solving unstructured problems or creating innovations. Concerned about evaluating children's affective growth in open classrooms, eight educators in a large metropolitan area agreed to meet regularly after school hours to develop an instrument to assess affective growth in children. The five teachers and three administrators who formed the Open Education Evaluation Group (OEEG) were drawn from five local elementary schools and shared an interest in open education. The case study of the OEEG suggests that there may be important differences between the desire of the group participants to use these strategies and their ability to use them effectively. After 15 months the OEEG, using participatory strategies, failed to accomplish its goal. The presentation focuses on problems in four areas that appeared to have implications for the OEEG's failure: skill level, consensus decision-making, self-oriented needs, and hierarchical differentiation. (Author/MLF)

ED 165 252 EA 011 167

Ethics and Morality. Suggested Activities for Instruction as Required by ORS 336.067.

Oregon State Dept. of Education, Salem.

Pub Date-78

Note-22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Curriculum Guides, Educational Legislation, Elementary Secondary Education, *Ethical Instruction, *Ethics, *Instructional Aids, *Moral Development, State Legislation

Identifiers-*Oregon

This booklet is intended to aid school administrators and teachers in their curriculum development efforts in response to Oregon law requiring instruction in specific aspects of ethics and morality. Suggested activities are presented that emphasize instruction specified in the law. By each suggested activity is a check mark indicating which concepts are taught and symbols that denote the audience for whom the activity is applicable. (MLF)

Feldhusen, John F.

Behavior Problems in Secondary Schools. Final Report.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-DHEW-NIE-P-770202
Pub Date-Oct 78
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Anti Social Behavior, *Behavior Problems, Delinquent Identification, *Discipline Problems, Educational Environment, Failure Factors, *Literature Reviews, Parent Child Relationship, *Research Reviews (Publications), School Responsibility, School Vandalism, Secondary Education, Student Teacher Relationship, Teacher Role, Television Viewing, Truancy, Violence

This paper reviews the problems of antisocial student behavior in schools, tries to identify causes, and examines programs and procedures for remediating and preventing such behavior. This review focuses particularly on senior and junior high schools and all forms of antisocial, aggressive, disruptive behaviors that interfere with school functioning. The report concludes that the problems of school discipline, violence, crime, vandalism, and truancy have grown to large proportions in many American schools. Principals and school boards often seem reluctant to admit the problems that begin or are caused by forces outside the school. Poor home conditions, television violence, a climate of crime in the community, gangs, and peer crime influences are all initial contributors to the problems that surface in schools. But, the author contends, the school also contributes with poor teaching, a negative school climate, a dose of failure for many students, and irrelevant curricula. The school can take positive action along with other youth agencies to alleviate the problem and even create a positive social and academic climate in which all youth can succeed. A set of recommendations for action by educators is presented. (Author)

Myroon, John L.
Toward the Improvement of the Budgeting Process and Policy Realization Through Zero-Base Budgeting.
Pub Date-20 Jun 78
Note-55p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); For a related document, see EA 011 170; Not available in paper copy due to light print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Decision Making, Economic Climate, Elementary Secondary Education, Foreign Countries, *Innovation, *Management Systems, *Program Budgeting, *Resource Allocations, School Districts
Identifiers-*Canada, *Zero Base Budgeting

Zero-base budgeting (ZBB), a systematically structured approach to budgeting, has the potential to improve policy attainment, resource reallocation, program review, and information systems. Some 300 businesses, a dozen states, one municipality, and one school district in the United States have operationalized the concept. Many private and public institutions in Canada are considering ZBB. The purpose of this paper is to provide the conference participant with the critical information regarding adoption of ZBB. Specifically, the paper addresses the following ZBB topical areas: (1) environmental context, (2) historical development, (3) definition, (4) assumptions, (5) managerial underpinning, (6) planning relationships, (7) basic steps, (8) five operational examples including a school district, (9) assessment of the five examples, (10) PPBES/ZBB compatibility, and (11) design and implementation considerations. Improved policy attainment and resource allocation through ZBB have been found to be more effective in a restrained economic environment, a time of competing priorities for scarce resources, and public disenchantment with public programs. As Canadian education is faced with these policy issues, ZBB should be seriously considered by provincial governments and local school districts. (Author)

ED 165 255 EA 011 170

Myroon, John L.
Skill Development in ZBB: Implementation Labs.
Pub Date-Jun 78
Note-23p.; For a related document, see EA 011 169
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Countries, *Management Systems, *Program Budgeting, School Districts, *Simulation, *Skill Development, *Worksheets
Identifiers-Canada, *Zero Base Budgeting

The purpose of the three sections of this document is to provide simulated activities that will help each participant acquire the necessary skills to work with zero-base budgeting (ZBB). The specific objectives are to provide activities that will assist a manager in determining whether or not ZBB should be considered for implementation, to provide activities that will develop skills necessary in developing an appropriate ZBB implementation plan for the local school district, and to provide activities that will develop practical application skills in ZBB steps. The simulation activities are intended to accompany the paper by the same author entitled Toward the Improvement of the Budgeting Process and Policy Realization Through Zero-Base Budgeting." (Author/MLF)

ED 165 256 EA 011 171

Myroon, John L.
Provincial Education Policymaking: Shaping Tomorrow's Future or Reliving Yesterday Tomorrow?
Pub Date-21 Jun 78
Note-37p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Studies (Education), *Educational Change, Educational Improvement, *Educational Innovation, Educational Objectives, Educational Policy, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Policy Formation, *State Departments of Education
Identifiers-*Alberta

Policy-making is viewed in this paper as a major mechanism for meeting the educational aspirations of the provincial publics and inducing improvements in the quality of education. The reconstructionist's transmittal and traditionalist's transformation ideological philosophies are merged as legitimate symbiotic functions of education; thereby giving rise to the proposal for provincial governments and education departments to adopt a ``pro-retrospective'' policy-making mode, with a higher priority ordering for the futures mode. Several provincial policies are examined in the Alberta context to ascertain the policy-making mode of the Alberta Department of Education. Some reasons are cited from literature that help explain why educators are generally reluctant to accept the prospective policy-making mode. Finally, nine recommendations are advanced and operational explication regarding each recommendation developed for improving provincial educational metapolicy (policy-making process) and the quality of policies through the ``pro-retrospective'' mode. The conclusion, and overall theme of the paper, suggests that if a ``pro-retrospective'' policy-making mode is not adopted by provincial governments and departments of education, we might be reliving yesterday tomorrow, instead of shaping tomorrow's future. (Author)

ED 165 257 EA 011 172

Myroon, John L.

Toward an Human Resource Accounting (HRA)-Based Model for Designing an Organizational Effectiveness Audit in Education.

Pub Date-3 Jun 76

Note-39p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Quebec City, Quebec, June 1976); Figures 1-4 may by marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Accounting, Educational Quality, *Efficiency, Elementary Secondary Education, Evaluation Methods, Graphs, *Human Resources, Management Information Systems, *Models, *Organizational Effectiveness, Organizational Theories, *School Organization

The major purpose of this paper was to develop a Human Resource Accounting (HRA) macro-model that could be used for designing a school organizational effectiveness audit. Initially, the paper reviewed the advent and definition of HRA. In order to develop the proposed model, the different approaches to measuring effectiveness were reviewed, effectiveness was defined, a functional goal-setting rationale was developed, a goals/growth framework was established, and the effectiveness-efficiency relationship was identified. The six identified effectiveness variables were briefly discussed and the model summarized. Finally, eight implications to educational effectiveness were identified and explained. (Author)

ED 165 258 EA 011 173

Kozakewich, E. J. And Others

Toward the Improvement of Public Policymaking: A Policy Sciences Developmental Construct.

Pub Date-7 Jun 77
Note-30p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Fredericton, New Brunswick, June 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Policy, Government Role, *Organizational Theories, *Policy Formation, *Political Science, *Public Policy, Social Change

Meta-megapolicy, a concept mix of the policy sciences discipline, is viewed as central to attempts at improving public policy-making. Rooted in the prevailing societal values, public policies are envisioned as the result of a policy-making process in which megapolicy is utilized to determine the needed changes in policy, and metapolicy is utilized to sharpen the focus of megapolicy. A conceptual framework, in the form of a five dimensional developmental construct, is presented that may enhance the policy-making process in such public sectors as education. The five dimensions of the construct allow each policy-maker to choose the specifics within each dimension that are pertinent to the policy issue of the policy-maker's choosing. Implications for policy-making and for the policy sciences are examined. (Author)

ED 165 259 EA 011 174

Herlig, Richard K.
National Dissemination Leadership Project. Final Report.
Council of Chief State School Officers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0075
Note-57p.; Appendix C may be marginally legible
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Basic Skills, Career Education, Change Agents, Change Strategies, Educational Change, Elementary Secondary Education, *Federal Programs, *Federal State Relationship, Higher Education, *Information Dissemination, *Information Networks, Organization, Organizational Effectiveness, Problem Solving, Program Descriptions, Research and Development Centers, *State Departments of Education, Validated Programs
Identifiers-*National Diffusion Network

The National Dissemination Leadership Project (NDLP) is a special project of the Council of Chief State School Officers (CCSSO) funded by the National Institute of Education (NIE). The project provides a secretariate to facilitate communication among state education agencies (SEAs), NIE, and other agencies and individuals concerned with improving dessemination programs in education and to encourage development of such programs at the state levels. This report lists the objectives of NDLP, presents the organization's background, discusses the organization of CCSSO, and presents a series of premises expressed by SEA representatives of SEAs' responsibility in terms of dissemination. The final portion of the report restates each NDLP objective, explains the efforts that have been made to meet each objective, states observations, and offers recommendations. (MLF)

ED 165 260 EA 011 175

Barbadora, Bernard, Comp. And Others

Improving Discipline in our Schools. An Operational Handbook for School Discipline Committees.

Cincinnati Public Schools, Ohio. Dept. of Human Resources.

Pub Date-Sep 77

Note-63p.; Not available in paper copy due to marginal legibility of parts of original document

Available from-Cincinnati Public Schools, Dept. of Student Services, 230 East 9th Street, Cincinnati, Ohio 45202 ($4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Advisory Committees, Discipline, *Discipline Policy, Elementary Secondary Education, Guidelines

Identifiers-Cincinnati Public Schools OH

Board of Education Action Motion No. 16 requires each school in the Cincinnati system to establish a discipline committee to establish a formal structure designed to encourage cooperative efforts between and among staff, students, parents, and other concerned citizens. The focus of these cooperative efforts is to improve pupil behavior. This document has been developed as a general resource for school discipline committees and offers many how-to-do-it suggestions to help local committees work through the organization, planning, and evaluation processes. This information is, however, in no way meant to be all-inclusive. Suggested sources of resources for program development are included as are several appendices providing background information on board policy; administrative procedures on suspension, expulsion, and removal from school; and related information. (Author/IRT)

ED 165 261 EA 011 176

Sturges, A. W. And Others

The Roles and Responsibilities of Instructional Supervisors. A Report.

Pub Date-1 Oct 78

Note-85p.; A report by the ASCD working group on the roles and responsibilities of supervisors; Some tables may be marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Administrator Education, *Administrator Role, Bibliographies, Certification, Elementary School Supervisors, Elementary Secondary Education, High School Supervisors, Literature Reviews, School Surveys, Supervisors, *Teacher Supervision

This publication is the product of a working group assigned the responsibility of examining the role and responsibilities of instructional supervisors. In addition to reviewing the 1977 report of another working group, the members of this group examined existing certification and preparatory programs for instructional supervisors; conducted rather lengthy telephone interviews with the executive directors of major professional organizations that work with, prepare, or employ instructional supervisors; conducted telephone interviews with members of those organizations; and made an analysis of published information concerned with the preparation, roles, and responsibilities of instructional supervisors. Members of the group conclude this report with recommendations based on their findings. The findings indicate that under existing conditions instructional supervisors must play a dual role and suggest that there are really two groups of instructional supervisors: administrative and consultative. Responsibilities for the two positions are different and different preparatory and experience programs are recommended. (Author/IRT)

ED 165 262 EA 011 177

Lutz, John E.

Educational Engineering School Improvement Through Economical Applications of Research.

Pub Date-78

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 17-31, 1978); Table 1 may be marginally legible

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Change Agents, Change Strategies, Educational Research, Elementary Secondary Education, Intermediate Administrative Units, Models, Program Descriptions, *Research Utilization

Identifiers-*Central Susquehanna Intermediate Unit PA, *Linking Agents

Basic science is a process by which new knowledge is discovered; engineering is the process by which this new knowledge is made useful for practical situations or to solve particular problems. In education, new products are developed, research is completed, and the knowledge base is expanded, but there is no corollary to the engineer to make applications and solve problems with the information produced. The Central Susquehanna Intermediate Unit, as a regional education service agency, has attempted to establish the concept of educational engineering and, through multiplier training, has also attempted to establish ``resident engineers'' in each participating school district. (Author)

ED 165 263 EA 011 178

Wilson, Alfred P. And Others

Alternative Education: An Annotated Bibliography.

Spons Agency-Dodge City - Ford County Unified School District 443, Kans.
Pub Date-78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Annotated Bibliographies, *Community Schools, *Educational Alternatives, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Open Education, *Program Development
Identifiers-*Free Schools

This bibliography is divided into eight subsections. The first section lists articles on community schools and schools without walls. The second encompasses the effects of alternative education. Student attitudes, academic achievement, and parental reaction are some of the variables assessed in the articles in this section. The third section is on evaluation of alternative schooling and presents both formal and informal assessment models. A brief mention of the peculiar requirements of alternative schooling in regard to facilities is made in the fourth section. Free schools, sometimes termed storefront schools or street academies, are the subject of the fifth section. The sixth section examines the need for alternative education and the specific goals that it can achieve. Section seven deals with open education. The final section is an introduction to some facets of program development in alternative education. Once the decision is made to opt for alternative education and the goals are set, these articles can provide guideposts in program construction. (Author/IRT)

Profiles of State Associations, 1978-79.

National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date-78

Note-19p.; For related documents, see ED 131 524, ED 136 327, and ED 150 695; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *National Surveys, Professional Associations, Statistical Data, *Tables (Data), *Teacher Associations

Identifiers-*National Council of State Education Associations, *National Education Association

This booklet is a compilation of statistical data relating to professional education associations in the 50 states, the District of Columbia, and Puerto Rico, as well as the Overseas Education Association and the Student National Education Association. The various tables are intended to provide a concise overview of the goals, programs, policies, and practices of state education associations. Statistical data are classified under nine major headings, including association membership and dues, association structure, headquarters organization and staff relationships, staff fringe benefits, association travel provisions, association publications, locals and other affiliates, association programs, and association committees and commissions. (Author/IRT)

Mills, Ottolee R. Hamilton, David L.

School Community Climate Survey Guide.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.
Pub Date-76
Note-50p.
Available from-Battelle-Columbus Laboratories, Center for Improved Education, 505 King Avenue, Columbus, Ohio 43201 ($20.00)
Document Not Available from EDRS.
Descriptors-Administrator Attitudes, Community Attitudes, Data Collection, Educational Needs, Elementary Secondary Education, *Needs Assessment, Organizational Climate, Program Descriptions, Questionnaires, School Surveys, *Statistical Surveys, Student Attitudes, Tables (Data), Teacher Attitudes
Identifiers-*School Community Climate Survey

One way that a school system can systematically assess its needs and assure that plans for improvement reflect the participation of all concerned groups is through use of the School Community Climate Survey (SCCS). The SCCS is a process for gathering information on people's attitudes, analyzing these attitudes in terms of perceived needs, assigning priorities, and reporting the results in an understandable fashion. By asking staff and community members to state the "desired" and "actual" condition of the school district in response to a number of questions on educationally related goals, school leaders can learn more about their school-community climate. The SCCS will not make decisions nor is it self-administering. Administrators who use it will have to determine who will be surveyed and then select a sample of that population. Instructions are provided that enable them to select a random sample of the recommended size and to use their existing organization to distribute and collect questionnaires. The questionnaires provided may be used as a part of the total SCCS package, or administrators may prepare their own questions and design sets of forms. The resulting survey data may be processed and analyzed by their organization using the SCCS software or by Battelle through a contractual agreement. (Author/LD)

ED 165 266 EA 011 182

Quinn, Timothy G.

Providing Leadership for Teacher Motivation. The Practitioner, Vol. V, No. 2.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Nov 78

Note-13p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts; payment must accompany orders of $10.00 or less)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Role, *Motivation Techniques, *Need Gratification, Principals, Program Descriptions, Secondary Education, Secondary School Teachers, Self Actualization, *Teacher Motivation

Identifiers-Maslow (Abraham H)

The most prominent component of successful schools is a motivated teaching staff, with the principal as the key. Motivation is an intrinsic drive toward the fulfillment of personal needs and the improvement of one's perceived status. Teachers who are aware of Abraham Maslow's Hierarchy of Human Needs'' are better able to set personal goals and to assist others in setting goals. Motivation deficiency occurs when an individual is completely frustrated in attempting to gratify a specific need. Decrease in national test scores, participation in union-type activities perceived as demeaning, criticism from the general public, and unmet student demands have all contributed to the failure of teachers to fulfill needs of self-esteem. A principal must assume the responsibility of teacher motivation if the fullest potential of both teachers and students is to be realized. The principal must aggressively utilize all his or her influence and talents to create the synergy that comes when the goals of teachers are the same as the goals of the school. Examples are given of efforts made in several school systems to motivate the professional staff. (Author/LD)

ED 165 267 EA 011 183

Boyce, Timothy J.

Fair Representation, the NLRB, and the Courts. Labor Relations and Public Policy Series No. 18.

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.

Pub Date-78

Note-130p.

Available from-Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19104 ($8.95)

Document Not Available from EDRS.

Descriptors-Arbitration, Collective Bargaining, *Court Litigation, Labor Demands, *Labor Legislation, *Labor Unions, *Union Members

Identifiers-National Labor Relations Board, Steel v Louisville and Nashville Railroad

This monograph analyzes the law of fair representation, as applied by the National Labor Relations Board and the courts, and its implications for individuals, union officials, and management. As employees increasingly turn to judicial and administrative agencies to protect their rights, the duty of fair representation has become a doctrine of growing importance for unions and employers. Since Steele v. Louisville and Nashville Railroad, the duty of fair representation has been defined as the obligation of the union, as exclusive bargaining agent, to represent fairly and impartially the members in a given bargaining unit. A breach of that obligation can result in an employee suit against the union for injunctive relief and damages. The author devotes individual chapters to the history of the duty of fair representation, negotiation, contract administration, arbitration, jurisdiction, and procedure. He emphasizes the continuing uncertainty over the final contours of the doctrine and its constant state of flux in the board and in the courts. The hesitant and often contradictory positions advanced by the board and the courts reflect a desire to strike a balance between individual union members and union interests as a whole. (Author/LD)

ED 165 268 EA 011 184

Hills, Jean

The Place of Theory in an Applied Profession: Where Might We Be Going in Organizational Theory?

Pub Date- Aug 77
Note-12p.; Paper presented at the Annual National Conference of Professors of Educational Administration (Eugene, Oregon, August 14-19, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Personnel, Educational Administration, Elementary Secondary Education, Higher Education, *Organizational Theories

In the sharpest possible contrast to the purely academic professions, the paramount feature of the applied professions such as educational administration is the primacy of the clinical focus. Their ultimate focus is not the pursuit of knowledge itself, but the effective attainment of practical goals where serious interests of clients are often at stake. The emphasis on theory that has characterized educational administration has been misguided. As members of an applied profession, administrators' primary concern is not the organization and extension of a relatively unified body of knowledge but the managing of ongoing processes, and the finding and implementing of solutions to problems. The direction educational administration takes in pursuing theory should be governed by the kinds of problems that are of the greatest concern to practitioners. (Author/IRT)

ED 165 269 EA 011 185

Eichhorn, Donald H.
Middle School Challenges: Are We Meeting Them?
Pub Date-10 Nov 78
Note-17p.; Paper presented at the National Middle School Conference (Pittsburgh, Pennsylvania, November 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum, Elementary Secondary Education, Instructional Programs, *Middle Schools, Program Descriptions, Program Effectiveness

Before discussing the problems confronting middle schools, the author examines some characteristics of effective middle schools. Successful middle schools possess certain common elements in the areas of climate or learning atmosphere, instruction balance, teaching strategies, emphasis on achievement, guidance orientation, organization, teachers, and community relations. Challenges include meeting the uniqueness of learner characteristics and devising a program to meet these characteristics, attaining achievement levels signficantly higher than previous methods of organization, expanding the cadre of committed and dedicated teachers and principals, developing an appropriate system of evaluation to assess the effectiveness of the program, and developing effective programs of communication with the community. (Author/IRT)

ED 165 270 EA 011 186

Burr, Donald F.
Creating Energy-Efficient Buildings.
Pub Date-20 Feb 78
Note-14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (110th, Atlanta, Georgia, February 17-20, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Depleted Resources, *Efficiency, *Energy Conservation, *Facility Guidelines, *Facility Requirements, Heat Recovery, Illumination Levels, Recycling, *School Improvement, *School Planning, Solar Radiation, Storage, Underground Facilities

This paper was presented during the time the author was president of the Council of Educational Facility Planners, International, (CEFP/I). The presentation begins with a summary of the state of the world's natural gas and petroleum supplies and states that since one-third of all energy consumed in the United States is to heat and cool buildings, schools offer a huge opportunity to conserve vast amounts of energy. The energy policy of CEFP/I is presented and used as the basis for a discussion of the commitment to human as well as finacial considerations in accepting or rejecting an energy conservation matter. The main thrust of the paper is that there is much that can be done today in a building design to dramatically reduce energy use as well as alter how and what energy supply is used. The author discusses 20 specific energy conservation items that can be applied today and describes how his architectural firm uses these considerations in the educational facility planning process. (Author/MLF)

ED 165 271 EA 011 187

Parker, James C.

Educational Administration: The Search for the Canons of Expertise and Authority.

Southern Illinois Univ., Carbondale.

Spons Agency-Southern Illinois Univ. Foundation, Carbondale.

Pub Date-77

Note-38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrative Principles, *Educational Administration, Educational History, Elementary Secondary Education, School Superintendents

At the turn of the century, there was no canon of expertise in administrative practice because laymen operated most of the schools, and there was no canon of authority in professional educational administration because there was no identifiable body of knowledge unique to administration of schools. As the administrative progressives began to see the emergence of a new vocation they turned to the following as sources of the canon of expertise and authority: the adoption and adaptation of business management science, the corporate model, and the new science of the educational intelligence and achievement testers; the development of specialized graduate school programs and degrees to identify standards of scholarship and practice; the institution of administrative certification through state departments to safeguard against the unknowledgeable and the untrained; symbiotic graduate school professor-student job placement networks, assuring the anointed the best available positions; the development of professional administrator associations to represent collective interests at state and national levels; and the keeping of voluminous educational records both to protect against the incompetence of subordinates and to demonstrate the effectiveness of the school program. (Author/IRT)

ED 165 272 EA 011 188

Categorical Programs. Discussion Topics for Meeting with Wilson Riles on October 26, 1978.

Pub Date-26 Oct 78

Note-34p.; Not available in paper copy due to marginal legibility of original document ; Document prepared by the Rio Linda Union School District

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *State Aid, State Departments of Education, State Programs, *State School District Relationship

Identifiers-California, *Categorical Aid

This document contains discussion topics for a meeting with the California superintendent of instruction. The headings for the areas of concern are Positive Aspects of State Categorical Programs,'' Concerns with Assimilating Local, State, and Federal Programs,'' and General Administrative Concerns.'' Most attention is given to concerns under the assimilation heading, which covers program concepts and general ideas, regulation, parent involvement and site councils, business management, board-state department relations, and liaison with the state department of education. Recommendations for improvement are offered. (Author/IRT)

ED 165 273 EA 011 189

Genck, Fredric H. Klingenberg, Allen J.

The School Board's Responsibility: Effective Schools through Effective Management.

Illinois Association of School Boards, Springfield.

Pub Date-78

Note-207p.

Available from-Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 ($8.00; quantity discounts; payment must accompany orders under $10.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Board Administrator Relationship, *Board of Education Role, Collective Bargaining, Educational Planning, Elementary Secondary Education, Evaluation, Management, Organization, Personnel Evaluation, Public School Systems, Questionnaires, Team Administration

The authors define management as the process of making an organization purposeful and effective; it involves selecting, appraising, and developing people and linking them in their jobs in a way that enables an organization to achieve desired results.'' The authors divide their discussion into three parts. The first, Management in Education,'' looks at the current state of the art, the potential benefits of sound management, and what school boards can do to encourage development of a true management process for their districts. The second, Elements of Management,'' offers both basic principles and specific examples of what makes for good management. Chapters in this section cover getting organized to manage, building a management team, planning, information for decision-making, performance appraisal, the selection and development of teachers, paying for performance, and public and employee relations. The third, School Boards on the Job,'' examines some practical realities that make schools different from other organizations, the nature of school boards, and the role of the superintendent. (Author/IRT)

ED 165 274 EA 011 190

Johnson, Richard T. Carlton, Patrick W.

Virginia School Board Members and Collective Bargaining: An Assessment of Attitudes.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date-78
Note-36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attitudes, *Boards of Education, *Collective Bargaining, Educational Research, Elementary Secondary Education, Grievance Procedures, Questionnaires, State Surveys, Tables (Data), Teacher Attitudes, Teacher Militancy
Identifiers-Virginia

Out of 832 Virginia school board members contacted, 460 responded to a questionnaire concerning their attitudes toward collective negotiations and militant teacher activities. The similarities between respondents and the general population were sufficient to support claims of generalizability. Analysis of variance revealed that school board members in Virginia are strongly opposed to teacher collective bargaining. They believe that the current situation is satisfactory for educational personnel and that management is adequate. Most respondents feel that collective bargaining has a negative effect on the balance of power in education and is eroding local control of educational policy and practice. Board members apparently have a low opinion of teacher leaders, believing they are motivated chiefly by self-interest. A majority of board members are contented with the state-mandated grievance procedures. They overwhelmingly perceived all types of teacher militancy as inappropriate. When this survey was compared with a similar survey of Virginia teachers, it was clear that board members' views on personnel relations are quite different from those of teachers. (Author/JM)

ED 165 275 EA 011 191

Zirkel, Perry A., Ed.
A Digest of Supreme Court Decisions Affecting Education.
Phi Delta Kappa, Bloomington, Ind.
Pub Date-78
Note-148p.
Available from-Phi Delta Kappa, P.O. Box 789, Eighth and Union, Bloomington, Indiana 47401 ($6.00 cloth; $5.00 to PDK members)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, Employee Responsibility, Employer Employee Relationship, Private Schools, Public Schools, *Racial Discrimination, School Organization, *Sex Discrimination, *State Church Separation, Student Responsibility, *Student Rights, *Supreme Court Litigation

This digest is a reference tool documenting 144 of the most important Supreme Court cases affecting education from 1859 to 1977, with emphasis on the decisions made during the past 25 years. Each case is written up in a three-part format that provides the facts and background of the case. The cases are organized into five sections: school district finance and organization; church-state relationships; student rights and responsibilities; employee rights and responsibilities; and race, language, and sex discrimination. Most cases listed affect students and staff in kindergarten through grade 12, but a few cases in higher education and juvenile law are listed. A glossary of legal terms is included. (Author/JM)

ED 165 276 EA 011 192

Excess Classroom Space A Case for Better Planning. District of Columbia Public Schools.

General Accounting Office, Washington, D.C.
Pub Date-30 Sep 77
Note-52p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Board of Education Policy, Capital Outlay (for Fixed Assets), Classrooms, *Declining Enrollment, Elementary Education, Enrollment Projections, Enrollment Trends, *Facility Case Studies, *Facility Requirements, Management Systems, School Improvement, *School Planning, *Space Utilization
Identifiers-*District of Columbia

This report identifies problems in planning for school construction by the District of Columbia Public Schools (DCPS) and discusses how the Board of Education can better administer its building modernization and renovation program. The aim of the study was to find out if DCPS' capital improvement planning system was providing essential data to the Board of Education to enable it to effectively plan for designing, constructing, or modernizing school buildings; and if the elementary school construction projects proposed or in progress were still warranted, especially since DCPS has been experiencing a steady decline in its elementary school enrollment. DCPS' capital improvement planning and monitoring processes were reviewed, including its policies for constructing new facilities and replacing or modernizing existing school buildings. The need for capital improvement projects in progress or proposed for funding during fiscal years 1976 through 1981 were examined. The report, after analyzing spaces available in nearby schools, advised that the Board of Education could save about $7.7 million of capital improvement funds by canceling its plans to build a replacement school and could improve the administration of the capital improvement program through better planning for the design, construction, or modernization of school buildings. (Author/MLF)

ED 165 277 EA 011 193

Barr, Richard H.

Bond Sales for Public School Purposes 1975-76. Elementary and Secondary Education.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-28p.; For a related document see ED 128 951; Not available in paper copy due to small print of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01845-4; $1.30)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bond Issues, Elections, Elementary Secondary Education, Graphs, Interest, National Surveys, Statistical Data, Tables (Data)

Identifiers-*Bond Sales

This report provides data on 1976 bond elections and bond sales for financing public elementary and secondary school facilities and equipment. The annual report is intended for educators, school boards, legislators, and educational researchers who require up-to-date knowledge of school bond sales for planning future school bond programs. Data, summarized by state, are presented in tables and charts containing information on the number and dollar value of bond issues voted on and passed and the number, dollar value, and net interest of bonds sold. The study revealed several general findings about bond sales nationally. Bond elections reached new lows in fiscal year 1976; only 770 issues were voted on and only 391 were approved. The dollar value ($970) of bond issues approved was the lowest recorded since the study began in 1958. Bond sales for fiscal year 1976 increased slightly over fiscal year 1975. The average net interest cost for fiscal year 1976 was 6.25 percent, down slightly from the previous year. The monthly average net interest cost reached a new high of 7.1 percent for September 1975. (Author/JM)

ED 165 278 EA 011 194

Clark, Harry L. Thurston, Dona R.
Planning Your Staffing Needs: A Handbook for Personnel Workers.
Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.
Pub Date-77
Note-328p.; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-01020-2; $5.25)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Computer Programs, *Employment Projections, Employment Trends, *Labor Turnover, Needs Assessment, *Personnel Needs, Planning
Identifiers-GS810 Program, HIREST Program, Log Probability Curve, LOGPRO Program, LPFILE Program, LPTEST Program, Retention Curves, Staffing Needs Planning

Staffing needs planning, as distinct from workforce planning, is the systematic estimation of the actions personnel managers must take to provide the required workforce in an organization. This handbook focuses on the pivotal aspects of staffing needs planning, including estimation of future vacancies and analysis and projection of employee turnover. The first section of the book briefly introduces staffing needs planning and the policy issues related to it. The second section explains details of manual methods of projecting turnover losses, including the nature of the retention curve and fitting and using the log-probability curve. Section 3 presents computer methods for analyzing turnover, advancement, and hiring needs, including LOGPRO, LPFILE, LPTEST, GS810, and HIREST. The handbook is designed for use by those with limited statistical training as well as by those who are technically proficient. The computer programs are intended to be general in application, complete, compact, simple, and fully documented. Appendices provide detailed documentation on the manual methods and the computer programs, including full computer program listings, operation manuals, and technical analysis. (Author/JM)

ED 165 279 EA 011 195

Bornstein, Leonard

The Politics of Enrollment Decline.

Pub Date-2 Dec 78

Note-9p.; Paper presented at the Annual Meeting of the New Jersey School Board Association (Hightstown, New Jersey, December 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Role, Board of Education Role, Budgets, *Declining Enrollment, Educational Administration, Elementary Secondary Education, Financial Problems, *Politics, School Closing, State Aid

Identifiers-New Jersey

New Jersey's removal of $22 million from its 1979-80 state school aid payments requires that school administrators immediately establish priorities and explore options for dealing with enrollment decline. From 1969 to 1978 New Jersey K-6 enrollment has dropped 19.4 percent. The time for selecting reasonable approaches to declining enrollment is running out. Board members and administrators can either retain all schools, facilities, and programs in spite of great costs or cut programs, staff, and schools. Since the former alternative is unrealistic, the best place to start may be to urge citizens, teachers, students, and administrators to identify criteria to use for closing programs and schools. It is difficult to deal with enrollment decline because sometimes the best solutions are not the most politically expedient. Board members must make decisions destined to make them unpopular. Districts need to develop procedures for dealing with enrollment decline in as technical a fashion as possible. Today's need is for administrators able to plan for and manage declining enrollment problems, particularly declining budgets, new curriculum needs, job attrition, and school closure. Although there are no easy answers to the problem of declining enrollment, this period is an opportune time for leaders with commitment and a sense of history. (Author/JM)

Buchovecky, John G.
Development and Implementation of a Bus Driver Training Program.
Pub Date-25 Jul 78
Note-44p.; Introductory Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Driver Education, *Educational Programs, Elementary Secondary Education, Equipment Maintenance, *First Aid, Practicums, Safety Education, *School Buses, *Student Transportation

A bus driver training program was developed and implemented in a rural school district in an effort to improve the driving skills of the bus drivers. The program was tailored to meet the needs of the bus drivers and utilized various community agencies for demonstration and teaching purposes. The subject areas included in the program were driver role and responsibility, pupil relations management and discipline, preventive maintenance, driving fundamentals, defensive driving, accident prevention and emergencies, first aid, vehicle familiarization, and current vehicle code. The practicum was originally scheduled as a 20-hour training program, but, at the request of the drivers, was expanded to 30 hours to include Red Cross first aid certification. Significant improvements were made in reducing the number of bus accidents and discipline referrals and in lowering preventive maintenance costs. The drivers evaluated the training program as worthwhile and beneficial to them in their work. (Author/MLF)

ED 165 281 EA 011 197

Egan, M. David

Concepts in Building Firesafety.

Pub Date-78
Note-269p.
Available from-John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($22.00)

Document Not Available from EDRS.

Descriptors-Alarm Systems, Architectural Education, Architectural Elements, *Building Design, Building Materials, Design Needs, *Facility Guidelines, *Fire Protection, *Fire Science Education, Illustrations, *Safety, Site Analysis, Site Development, Thermal Environment, Ventilation

The goal of this book is to present in a graphical format the principles of design for building firesafety. The book's more than 270 illustrations represent the core of its coverage of factors affecting fire ignition and spread in buildings, building site planning for fire suppression and occupant rescue operations, protection by building materials and constructions, fire detection and suppression systems for buildings, smoke and heat venting techniques, escape and refuge principles for occupant protection, and finally the special case of firesafety for tall buildings. The contents are intended to help students of building design and fire science to understand the theoretical bases of building codes and standards, and to develop the fundamental knowledge needed to achieve firesafety in the built environment. In addition, the illustrations should facilitate understanding of building firesafety concepts by architects, builders, interior designers, and urban planners. An introduction to the concept of systems analysis applied to design for building firesafety is included and in the appendices are an extensive metric system conversion table for common building firesafety units and selected listings of firesafety references and standards of particular interest to the building profession. (Author/MLF)

ED 165 282 EA 011 198

Copiers and Duplicators for Audio Tape Cassettes: Criteria for Selection, Laboratory Test Findings, Manufacturers' Data Reports. EPIE Report: Number 84e.

Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-78
Note-87p.
Available from-EPIE Institute, 475 Riverside Drive, New York, New York 10027 ($20.00; quantity discounts)
Document Not Available from EDRS.
Descriptors-*Audio Equipment, *Audiotape Recordings, *Dubbing, Educational Equipment, Elementary Secondary Education, Equipment Maintenance, Laboratory Techniques, *Merchandise Information, Performance Criteria, *Performance Specifications

Because needs for cassette duplication equipment differ, the user must match his requirements to the capabilities of manufactured products, and the essential product characteristics. To help educators in choosing cassette duplicators, EPIE has gathered data from manufacturers and tested 11 units. The first section of the report explains the difference between a duplicator and a copier, discusses equipment characteristics, and care and maintenance requirements for the equipment. For each machine tested the report contains external and internal photographs, description of the unit, operational and performance notes, and service and alignment considerations. Test results include measures of frequency response, signal/noise ratio, distortion, wow and flutter, maximum machine noise, rewind time, record time, track placement within specifications, and electric shock hazard. The tabulation of data supplied by manufacturers in response to a questionnaire is presented in a matrix to provide a comparison among the claims made by the different manufacturers. (MLF)

ED 165 283 EA 011 199

Butler, Loretta
Staff Development New Priorities for a New Era.
Pub Date-28 Mar 78
Note-12p.; Paper presented at the National Catholic Education Association's Annual Convention and Religious Education Conference (75th, St. Louis, Missouri, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Catholic Schools, Educational Research, Elementary Secondary Education, Ethical Instruction, *Inservice Teacher Education, Learning Theories, Reading Instruction, Special Education, *Staff Improvement, Teacher Centers
Identifiers-Education For All Handicapped Children, Higher Education Act Title IV B, Teacher Center Legislation

Staff development programs can help Catholic educators deal with critical problems now facing them. Parochial school teachers must become better able to prepare students to address difficult issues like dwindling resources or eroding morals. They must be given a knowledge of current theories of teaching and learning such as those of Piaget or Erickson. They need to learn about research findings concerning classroom management, reward systems, and conflict resolution. Training programs are needed on reading instruction and special education. Staff development programs addressing these and other contemporary issues must be regarded as an integral part of the educational process. The provisions concerning teacher centers in Title IV-B of the Higher Education Act may make it easier for parochial school teachers to have access to inservice education. The teacher centers provided by these acts must meet the needs of both public and nonpublic school teachers, and representatives of nonpublic schools must be included on their advisory boards. Inservice education centers must be in a place accessible to teachers. An area specialist responsible to the central school office might design programs for a given area. Finally, salary incentives for participating in inservice programs must be provided to teachers. (Author/JM)

School Staffing Ratios, 1977-78. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-78
Note-118p.; For related documents, see ED 149 459-461
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($12.50)
Document Not Available from EDRS.
Descriptors-Administrative Personnel, Educational Research, Elementary Secondary Education, Expenditure Per Student, National Surveys, Professional Personnel, Questionnaires, *Student Teacher Ratio, Tables (Data)
Identifiers-*Staffing Ratios, *Student Adult Ratios

The purpose of this report is to provide school administrators, school board members, and others with accurate, timely, and reliable data useful in comparing staffing ratios in school systems of similar enrollment size and expenditure level. Included in the report are 1977-78 pupil-staff and teacher-staff ratios. These data are presented separately for large, medium, small, and very small school systems and for five levels of current expenditure per pupil. The report also contains a tabular listing of specific staffing data and per pupil expenditure supplied by each reporting school system, with school systems listed alphabetically by state. Information listed was gathered from a questionnaire mailed to 1,918 school systems. Although no attempt was made to estimate national averages, a number of summary analyses were calculated. The mean number of pupils per teacher in reporting school systems was 20.3, ranging from 18.6 in very small school systems to 21.4 in medium school systems. For example, the mean number of pupils per total administrative staff member was 249.6, ranging from 224.1 in very small systems to 258.2 in large systems. (Author/JM)

ED 165 285 EA 011 201

Toward a Definition and Measurement of Equal Educational Opportunity. Final Report.

Connecticut Association for School Administration, Hartford.; Connecticut Univ., Storrs. School of Education.

Pub Date-78

Note-135p.; Final report of the Committee on School Finance and Equal Educational Opportunity

Available from-Thomas H. Jones, Dept. of Educational Administration, Box 0-32, Storrs, Connecticut 06268 ($3.50)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Community Attitudes, Educational Attitudes, Educational Research, Educational Resources, Elementary Secondary Education, *Equal Education, Factor Analysis, School District Spending, Socioeconomic Status, Student Attitudes, Teacher Attitudes

Identifiers-Connecticut

Four questions were asked in this study: (1) Can educational opportunity be defined in terms of measurable alternatives? (2) Can the variables be grouped into separate meaningful factors? (3) What are the relationships among the factors? (4) Are the towns and school districts that are disadvantaged under one of the factors also disadvantaged under other factors? The first question was answered by examining educational literature to find that educational opportunity has been defined by school resources, socioeconomic status, attitudes toward education, and achievement. The remaining questions were answered by compiling data on 27 Connecticut towns. Data on school resources and socioeconomic status were gathered from the U.S. Census, the Connecticut State Department of Education, and the Connecticut Education Association. Attitude and achievement data were gathered through instruments developed by the researchers. In answer to the second question, factor analysis revealed that within each interpretation of educational opportunity there are factors that are statistically significant, interpretable, and educationally meaningful. Measured relationships among the definitions of equal educational opportunity, as examined by question three, are highly variable. Finally, although towns can be ranked by relative standing on each of the four definitions, rankings vary according to definition used. (Author/JM)

ED 165 286 EA 011 202

Grube, Karl W. Bewley, Mary

The Educational Site Planning Process.

Pub Date- 12 Oct 78

Note-74p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Conservation (Environment), Educational Finance, Educational Specifications, Environmental Education, *Guidelines, Landscaping, Land Use, Master Plans, Nature Centers, Physical Education, Playground Activities, Property Appraisal, School Community Relationship, *School

Planning, School Taxes, *Site Analysis, *Site Development, *Site Selection

The school site can become a resource capable of enriching both the educational and community environment. However, many different local and regional factors must be identified and interactions studied in order to develop a sound basis for effective school site selection, planning, and development. This document provides background material about the importance of environmental factors and states the importance of developing the school site for broadly based community uses. Extensive guidelines are provided for planning or improving school sites and for the operation of an educational planning committee. (MLF)

ED 165 287 EA 011 203

Thomas, Alan M.
Teachers' Collective Bargaining in Ontario: An Introduction.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-Jun 76
Note-47p.; Third Publication in the Series The Interaction of Law and Education''
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($0.50 for microfiche)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Collective Bargaining, *Continuous Learning, Educational Legislation, Elementary Secondary Education, Foreign Countries, Postsecondary Education, *Teachers
Identifiers-Act Respecting Collective Bargaining (Ontario), Labour Relations Act (Ontario), Ontario, Teachers Negotiations Act (Ontario)

Laws regarding Ontario teachers' collective bargaining have implications for continuing education. Continuing education'' here means a system of education that serves everyone irrespective of age and to which access at any time is a right. Teacher collective bargaining laws are important in a system of continuing education because these laws mandate who teachers will be and how they will be employed. In Ontario, the Teachers' Negotiations Act'' controls collective bargaining for teaching staff in tax-financed schools. An Act Respecting Collective Bargaining for Colleges of Applied Arts and Technology'' controls labor relations in community colleges, and The Labour Relations Act'' governs academic staff negotiations in universities. The concern here is with the implications of all three acts for the operation and growth of an educational system that provides access to learning resources for all members of society. The principal issues arising from all three acts are the impact of adversarial forms on previously collegial systems; the possible need for the inclusion of all immediately interested parties in negotiations; the tension between students' freedom to choose courses offered and teacher job security; and the application of precise job descriptions and workloads in an area like education where such things were previously undefined and flexible. (Author/JM)

ED 165 288 EA 011 204

Thomas, Alan M.

Accidents Will Happen: An Inquiry Into the Legal Liability of Teachers and School Boards.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Spons Agency-Ontario Dept. of Education, Toronto.

Pub Date-Jul 76

Note-59p.; Fourth Publication in the Series ``The Interaction of Law and Education''

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($0.50 for microfiche)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Boards of Education, Continuous Learning, Elementary Secondary Education, Foreign Countries, Higher Education, *Legal Responsibility, *School Accidents, *School Law, Teachers

Identifiers-Canada

Fourth in a series of publications addressing the legal implications of continuing education in Canada, this paper deals with school liability in accident cases and how that liability might change with an increase in adult students. Canadian school accident liability cases have traditionally evolved around the ``careful parent'' doctrine in which the teacher and school board are expected to take the same care to prevent accidents as would a careful parent. More relevant to a system of continuing education might be the doctrine of ``occupier's liability'' that demands that the teacher and school board should not be guilty of negligence in guarding against unusual danger. Also relevant, although not widely used, may be the new concept of ``individual supervision'' that holds that a supervisor ought to be even more knowledgeable than a careful parent about the possible dangers inherent in certain activities like gymnastics or the use of power tools. Both types of school liability cases, those involving organized school activities or unorganized activities, depend heavily on seven factors: age of the student, nature of the activity, amount of instruction the student received, the student's awareness, approved general practice, foreseeable risk of danger, and previous accidents in similar circumstances. (Author/JM)

ED 165 289 EA 011 205

Erickson, Donald A.
Research Opportunities in Private Schools.
Pub Date-Dec 77
Note-22p.; Paper presented at the National Conference on Private Educational Research (Washington, D.C., December 1-2, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Data Bases, Educational Philosophy, *Educational Research, Education Vouchers, Elementary Secondary Education, Foreign Countries, Minority Groups, Nonpublic School Aid, *Private Schools, Public Schools, *Research Opportunities, *Research Problems, School Law, School Organization, Urban Education
Identifiers-Canada

Private education as an area of study offers many opportunities to educational researchers. Four types of research that would include private education are discussed and examples of research possibilities under each type are offered. The first type involves fundamental educational processes. Suggested are studies of the effects of various levels of funding in schools and comparing school systems maintaining complex administrative bureaucracies with those that do not. Opportunities exist in Western Canada for comparing publicly supported Catholic schools with privately supported Catholic schools. The second type of research is that aimed at understanding private schools. Studies could concentrate on the social networks developed at private schools and their long-term functions. Another topic would be a comprehensive analysis of the legal problems of private schools, with emphasis on the special legal principles that apply to them. The third type of research would encourage more scholars to do research on private education. A carefully done analysis of major differences between public and private schools would be a starting point for many studies. The fourth type involves analyzing broad social issues. An examination of the roots of legal compulsion in education is suggested. (Author/MLF)

ED 165 290 EA 011 206

Nediger, W. G.
A Model of a Dynamics of Bargaining.
Pub Date-Jun 78
Note-30p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Collective Bargaining, *Conflict Resolution, Graphs, *Mathematical Models, Negotiation Impasses, Organizational Theories, Tables (Data)

This mathematical model is intended to be a tool for the monitoring of the bargaining process and to provide the ability to predict the form of bargaining outcomes given certain initial conditions. It applies to situations in organizations in which the conflict between the expressed desires of interest groups are settled by a bargaining process that is usually free but is at times subject to a higher authority. Central to the model is a temporal description of the paths leading to agreement. Also central is a characterization of the process by which bargaining units reach a final solution. The resulting model is intended to shed some light on the succession of changes in the weights that are placed by the bargaining parties on their respective goals. It deals with the dynamics of bargaining regardless of whether that bargaining is distributive, integrative, or intraorganizational. An example and analysis illustrate the functioning of the model. (Author/JM)

McCready, William C.
Research on Private Education: Suggestions, Priorities and Obstacles.
Pub Date-1 Dec 77
Note-22p.; Paper presented at the First Meeting of the Washington Research Conference on Private Education (Washington, D.C., December 1977); Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Bureaucracy, Classroom Environment, Educational Alternatives, *Educational Research, Elementary Secondary Education, Ethnicity, Minority Groups, Neighborhood Improvement, Parent Participation, Parochial Schools, *Policy Formation, *Private Schools, *Research Opportunities, *Research Problems, School District Autonomy, Social Integration, Social Planning

This paper is a preliminary discussion of a line of social inquiry stimulated by interest in both the continuing pluralistic nature of society and the continued support for alternative educational systems among various segments of the society. In a society where public education is increasingly becoming a monopoly, the question of free choice and the motive behind the free choices seem to be a ripe field for research and social investigation. Ten research topics are suggested that are aimed at furthering knowledge about private education and the contributions that it may be able to make to policy formulation in the educational and social sphere. Topics are the analysis of nonpublic, or private schools, in terms of (1) their use by inner-city Blacks and Hispanics, (2) parental involvement, (3) local control, (4) as alternative education, (5) social integration, (6) their influence on white people moving out of racially integrating neighborhoods, (7) neighborhood viability, (8) productivity and achievement, (9) classroom environment, and (10) bureaucratic structure. (Author/MLF)

ED 165 292 EA 011 208

Vandenberghe, R. Pottie, Cecile

Analysis of the Perception of the Extent to Which Innovations in the Primary School Are Desirable and Realizable. Report Number 2.

Katholieke Universiteit, Leuven (Belgium).

Pub Date-Feb 78

Note-24p.; For a related document, see EA 011 209

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Administrator Attitudes, Change Agents, *Educational Innovation, Educational Research, Elementary School Teachers, Foreign Countries, Primary Education, *Program Evaluation, Questionnaires, Statistical Data, Tables (Data), *Teacher Attitudes

Identifiers-*Belgium

In most of the Western European countries, innovations in the primary schools are introduced by a central authority. After a decision is made to adopt a new curriculum or recommend a particular instructional procedure, inspectors introduce it to the teachers. This research report examines on the one hand the extent to which inspectors and teachers consider the innovations as desirable and realizable and on the other hand how these two groups motivate their personal views on the matter. The desired result was to learn which objectives are considered important by these groups and what importance they attach to different constraints. Respondents to a questionnaire were asked to choose and rank from a list of 12 motives and 18 constraints related to innovations in the primary school. The findings indicate that inspectors pay less attention to all the possible constraints than is required by their task, which consists of motivating the teachers for the innovation. Also, when inspectors point out constraints, the constraints are of a different kind from those considered important by the teachers. In a political-administrative innovation strategy, the authors conclude, inspectors must pay more attention to the adoption and the dissemination of the innovation and less to its implementation. (Author/LD)

ED 165 293 EA 011 209

Vandenberghe, R. And Others
Influences and Constraints in the Primary School: An Explorative Study. Report Number 4.
Katholieke Universiteit, Leuven (Belgium).
Pub Date-Feb 78
Note-34p.; For a related document, see EA 011 208
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption (Ideas), Catholic Schools, *Curriculum Development, *Educational Innovation, Educational Research, Effective Teaching, Elementary School Curriculum, Elementary School Teachers, Foreign Countries, Primary Education, Questionnaires, Statistical Data, Tables (Data), *Teacher Attitudes
Identifiers-*Belgium

The selection of the subjects taught at present in the primary schools and the way they are taught is not accidental. The subjects taught are determined by a network of interactions and communications between the school and other persons and institutions. Using the results of a teacher questionnaire, this report examines operational curricula and tries to determine by whom and what this daily practice is influenced. Purpose of the study was to make it easier to plan for future innovations in curricula. Factors that determine a teacher's behavior in the classroom and at school were listed as the persons, institutions, and sources the teacher interacts with and that he or she perceives as influencing concrete actions in the classroom. Constraints were defined as a datum (for example, too big a number of pupils in the class), a physical datum (too little room to make experiments on science), or an action of a person (a negative intervention by the inspector), and so on. Results show the teachers feel that certain decisions they make or wish to make are restrained by the way they are helped in their daily practice and the way the innovation policy is realized, and by factors that they themselves are daily and directly confronted with in their classroom. (Author/LD)

ED 165 294 EA 011 211

Rust, Val D.

Alternatives in Education. Theoretical & Historical Perspectives. Sage Studies in Social and Educational Change Volume 6.

Pub Date-Jun 78

Note-238p.

Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($14.50 hardcover; $7.50 softcover)

Document Not Available from EDRS.

Descriptors-*Comparative Education, Delivery Systems, *Educational Alternatives, Educational Change, *Educational History, Educational Technology, *Educational Theories, Elementary Secondary Education, Foreign Countries, *Futures (of Society), Higher Education, *International Education, School Organization, Science Education History, Social Change

Identifiers-Europe

The major objective of this book was to outline, within the context of school and society, the emergence and evolution of certain critical economic, intellectual, political, and social dimensions of modernity and to demonstrate that in mature modernity each of these has reached a point of crisis. The book emphasizes the historicity of the modern age in the United States and Northwestern Europe and the point of concentration is on modern variables. Chapter 2 concentrates mainly on purposes of mass education as required by the nation state and Chapter 3 discusses the changing purposes of the higher learnings. Chapter 4 focuses attention on the delivery system the technology that has been established to achieve these ends. Chapter 5 explores the characteristics of modern school structures. The framework of presentation in these chapters is as follows. One or more critical modernization concepts are elaborated within a specific discipline context at the beginning of each chapter. Out of the outline emerges a discussion of one or more critical components of modern education that in turn is contrasted with its traditional counterpart. Following each of these discussions, the forces of protest or breakdown at play in the mature modern world are considered. The closing chapter dialectically postulates general trends in education that can be anticipated in the postmodern era. (Author/MLF)

ED 165 295 EA 011 212

Bartel, Carl R.

Instructional Analysis and Materials Development.

Pub Date-76
Note-232p.
Available from-American Technical Society, 5608 Stony Island Avenue, Chicago, Illinois 60637 ($7.95)
Document Not Available from EDRS.
Descriptors-Behavioral Objectives, *Course Organization, *Curriculum Development, Elementary Secondary Education, Instructional Materials, Lesson Plans, *Program Planning, *Systems Analysis, Teacher Developed Materials, Textbooks, Vocational Education, Vocational Education Teachers

The preparation of appropriate and relevant instructional materials is essential to effective instruction. Instructional materials, usually in the form of a comprehensive course of study or training plan, should be based on a carefully planned, organized, and conducted analysis procedure. This analysis procedure may be used for the identification and selection of learning tasks in any subject matter area and for any level of instruction. To ensure that the analysis is carried out efficiently and that an appropriate course of study or training plan will result, this report suggests using a systematic approach. A systematic approach, including feedback provisions and a set of sequential components, will result in a usuable set of instructional materials when completed. This book is divided into three parts: preparation and description, identification and selection, and development and application of instructional materials. The three parts are presented in such a way that a student can move from a position of having very little knowledge about analysis and instructional material development to the completion of a comprehensive course of study or training plan designed for a specific instructional setting. (Author/LD)

ED 165 296 EA 011 213

Sawyer, Deborah C., Ed.

Directory of Education Studies in Canada. 1976-1977. Ninth Edition.

Canadian Education Association, Toronto (Ontario).

Pub Date-Nov 78

Note-315p.; For a related document, see ED 143 076

Available from-The Canadian Education Association, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V5 ($6.00)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Doctoral Theses, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, *Masters Theses, *Research Peviews (Publications)

Identifiers-*Canada

This directory lists studies completed by graduate students and by staff in university faculties of education, provincial departments of education, boards of education, education associations, and other education institutions. The details in each entry were supplied by the contributors. Of the 761 studies included, 727 are in English while 34 are in French. There are 188 published and 573 unpublished studies. In the latter category are a great many theses submitted to Canadian universities. Entries are listed under subject headings. A French index gives the corresponding English terms used in the subject headings. An author index is at the back of the publication. (Author/MLF)

ED 165 297 EA 011 214

Implementing Curriculum Change. A Symposium of Experiences from the Asian Region. (Bangkok, Thailand, September 6-18, 1976).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-77

Note-65p.

Available from-Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 ($5.00)

Document Not Available from EDRS.

Descriptors-Adoption (Ideas), *Case Studies (Education), *Curriculum Development, Educational Innovation, Elementary Secondary Education, Foreign Countries, Information Dissemination

Identifiers-*Asia, India, Indonesia, Malaysia, Philippines, Singapore, South Korea, Sri Lanka, Thailand

Problems involved in implementing curriculum changes in Asian countries is the subject of this report, presented in the form of a symposium. The Technical Working Group of the Asian Centre of Educational Innovation for Development (ACEID) met in September, 1976, to study the experiences of the following countries: India, Indonesia, Republic of Korea, Malaysia, Philippines, Singapore, Sri Lanka, and Thailand. The symposium includes summaries of case studies of curriculum development in each of the countries concerned. While many countries share the same process of implementing change, they are conscious of the need to improve their implementation strategies. One method that is discussed is the formation of networks of innovative projects within and between countries. (Author/LD)

ED 165 298 EA 011 215

Oon-Chye, Yeoh And Others

The Curriculum Development Centre of Malaysia. Studies of Curriculum Development Centres in Asia 2.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-77

Note-101p.; Study prepared for the Asian Centre of Educational Innovation for Development (ACEID)

Available from-Unipub, Box 433, Murray Hill Station, New York, New York 10016 ($5.00)

Document Not Available from EDRS.

Descriptors-Adoption (Ideas), Compensatory Education, *Curriculum Development, *Curriculum Study Centers, Educational History, Elementary Secondary Education, Foreign Countries, Mathematics Curriculum, Program Descriptions, Research and Development Centers, Science Course Improvement Project

Identifiers-*Curriculum Development Center of Malaysia, Malaysia

The Curriculum Development Centre (CDC) of Malaysia became an operating agency in January 1973 and became a division of the Malaysia Ministry of Education in May 1974. Its establishment was the culmination of over a decade of curriculum development efforts by the Ministry of Education. The CDC was an outgrowth of both the First and Second Malaysia Plans. The CDC is responsible for bringing Malaysian curricula up-to-date and ensuring that these curricula meet the changing needs of the Malayasian society. The major types of activities undertaken by the CDC include research, evaluation, development, testing, training, and extension services related to curriculum programs. Projects of the CDC include the special project for the improvement of science and mathematics teaching in the primary schools (Projek Khas); the secondary school science and mathematics project; the language unit and projects; the population education project; the social science studies project; the compensatory education project; the Pahang Tenggara Project: the prototype research and quality control unit; the evaluation unit; and the resource centre. The hisotry of two CDC projects, Projek Khas and the Lower Primary School component of the Compensatory Education Project, illustrate the activities and emphases typical of the pre- and post-1973 periods in the curriculum reform movement. (Author/JM)

ED 165 299 EA 011 216

Pitner, N. J.

. . . So Go the Days of Their Lives.'' A Descriptive Study of the Superintendency. OSSC Bulletin Vol. 22, No. 5.

Oregon School Study Council, Eugene.
Pub Date-Jan 79
Note-36p.; Tables 1 and 2 may be marginally legible due to small print
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; discount of 10% for 10 or more copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrator Role, Behavioral Science Research, *Educational Research, Elementary Secondary Education, *Management, *Occupational Information, *School Superintendents, Teacher Administrator Relationship, Work Attitudes, Work Environment, Working Hours

The study reported is a replication of Henry Mintzberg's study of five executives at work to determine the scope of their job-related activities. For this study superintendents in three suburbs contiguous to a large midwestern city were observed at work for one week, including evening meetings when they were scheduled. An attempt was made to record completely and objectively everything that occurred. The prominent propositions arising from Mintzberg's investigations were (1) managers work at an unrelenting pace; (2) managerial activities are characterized by brevity, variety, and fragmentation; (3) managers gravitate toward the more active elements of their work; (4) managers demonstrate a strong attraction to verbal media; and (5) managers maintain communication relationships with three groups superiors, outsiders, and subordinates. These propositions are discussed within the framework of the structure of superintendents' everyday activities, the characteristics of their work, and their network of contacts. The findings suggest that the structure and content of the superintendents' everyday activities are very similar to the activities of other chief executives in public and private organizations. (Author/MLF)

ED 165 300 EA 011 217

Parnell, Dale

The Case for Competency-Based Education. Fastback 118.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-49p.; Not available in paper copy due to small print size of original document
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75; $0.60 for PDK members; quantity discounts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Changing Attitudes, Citizen Role, Graduation Requirements, *Performance Based Education, Program Descriptions, Social Change
Identifiers-Oregon

Activity and interest in competency-based education are growing. As of March 1978, some type of competency-based education requirement had been instituted in 34 states. Many recent changes in American society are affecting competency-based education. For example, today's learners are likely to be lifelong learners, but their learning may be intermittent. Jobs are changing from low-skill manual labor jobs to high-skill technical positions. Needs and roles of the citizen, the consumer, and the family member are changing. Traditional high school graduation requirements are becoming obsolete. The five major characteristics of competency-based education are that it is a learner-centered philosophy, it is a policy demand, it is real-life oriented, it is flexible, and its standards are clearly articulated. Contrary to the opinion of critics, competency-based education is not really new or revolutionary, is not an emphasis on only the measurable, and does not underestimate the complexity of individuals and of social systems. Oregon was the first state to institute competency-based education and in spite of some implementation problems, the program is beginning to be successful. Competency-based education is certainly not all of education but it is the foundation on which all other schooling must be built. (Author/JM)

ED 165 301 EA 011 218

Keough, William F., Jr.

Declining Enrollments: A New Dilemma for Educators. Fastback 116.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-45p.; Not available in paper copy due to small print size of original document
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75; $0.60 for PDK members; quantity discounts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Responsibility, Birth Rate, Community Attitudes, *Declining Enrollment, Elementary Secondary Education, Enrollment Influences, Population Trends, Reduction in Force, School Closing, Urban to Suburban Migration

Twenty years after the baby boom, U.S. population is falling and school enrollment is declining. Contrary to public expectations, smaller enrollment does not mean smaller school budgets, and balancing the educational budget will require cutting programs, closing schools, and reducing teacher force. The experience of the East Meadow (New York) school district, whose residents refused both to close underfilled schools and to approve the budget needed to operate the schools, illustrates the fact that education is no longer a high national priority. Enrollment decline is creating the need for every district to develop a reduction in force policy. Eliminating programs and closing schools will require careful setting of criteria. New creative ways for dealing with enrollment decline, such as space sharing, regrouping students, early teacher retirement plans, and teacher leaves of absence, while not able to radically change the course of events, might modify their impact. The gravest danger for administrators in dealing with declining enrollment is applying a short-term solution in lieu of long-range planning. It is necessary to have a master plan that incorporates opportunities for community, faculty, and administrator input. Although there are no ways to make education again a high national priority, this report offers suggestions for preparing for and modifying the impact of its decline. (Author/JM)

ED 165 302 EA 011 219

The Resource Approach to the Analysis of Educational Project Cost. Number 3 in a Series of Monographs on Evaluation in Education.

Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-86p.; Figure 2 and some tables may not reproduce clearly due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01914-1; $2.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Comparative Analysis, *Cost Effectiveness, Educational Equipment, Educational Facilities, *Educational Resources, Expenditure Per Student, Instructional Materials, *Program Costs, Program Evaluation, School District Spending, Teacher Salaries

Comparing or estimating the costs of educational projects by merely using cost-per-student figures is imprecise and ignores area differences in prices. The resource approach to cost analysis begins by determining specific physical resources (such as facilities, staff, equipment, materials, and services) needed for a project. Then the cost of these resource requirements is estimated and totaled. This approach is useful for practitioners in determining the cost of implementing a project in their districts and for those desiring to compare cost information across projects and across districts. The resource approach generates two types of cost estimates the ``project comparable cost'' (PCC) and the ``district specific cost'' (DSC). To calculate the PCC, the same standard prices are used to calculate the costs of similar resources in all districts. To calculate the DSC, practitioners use the prices for resources in their own districts. The PCC is used in comparing the costs of projects in different areas while the DSC is used to compare or estimate the costs of projects within a district. An illustrative example of project cost estimation is provided. (Author/JM)

Brison, David W. Smith, Anthony H.
The Effects of Ontario Teachers' Strikes on Students. Summary and Integration of Three Component Studies.
Ontario Dept. of Education, Toronto.
Pub Date-78
Note-103p.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($2.50)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Academic Achievement, Dropout Rate, Dropouts, Educational Research, Elementary Secondary Education, Foreign Countries, Student Attitudes, *Student Reaction, Teacher Attitudes, *Teacher Strikes
Identifiers-*Ontario, Ontario (Toronto)

Summarizing three research projects, this report evaluates effects on students of secondary teachers' strikes in Ontario. The most important of the strikes examined is the stormy Metropolitan Toronto strike that stretched from November 12, 1975 to January 19, 1976. The studies were limited by the fact that they were begun after the strike was over and by lack of cooperation from teachers. The first study found no effect of strikes on student grades. The second study covered student attitudes toward teachers and the strike and found that of the substantial minority who reported the strike affected ability and motivation, most reported a negative effect. The third study reviewed data on dropouts from grades 9-13, interviewed dropouts, and concluded that strikes have impact on dropping out and on transitions to postsecondary education. Overall, the three studies suggest that strikes are most likely to have a negative effect on the academic learning of students in senior grades and in particular on learning in subjects like math and science where learning is cumulative. Although the studies did not focus on the effects of the strikes on teachers, informal contacts with teachers suggested that teachers after the strike were less idealistic about viewing teaching as a calling rather than a job. (Author/JM)

ED 165 304 EA 011 221

Frankel, Martin M.

Projections of Enrollments and Classroom Teacher Staffing in Elementary and Secondary Schools.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date- 78

Note-16p.; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Research, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, Statistical Data, Student Teacher Ratio, Teacher Employment, *Teacher Supply and Demand

Projections of U.S. public elementary and secondary school enrollments and teacher supply and demand for 1978-86 are summarized in this report. Where possible, the grade retention method is used; otherwise projections are based on three alternate fertility rate estimates. Enrollments in elementary schools have decreased since 1970 to 47.8 million in 1978 and are expected to decrease further to 44.5 million by 1983 and 1984. Starting in 1985, enrollments are expected to increase gradually. The most likely K-8 enrollment projection indicates that K-8 enrollment will decrease to a low of 29.9 million in 1985. Enrollment in grades 9-12 is expected to decrease to 13.2 million in 1986. If an intermediate estimate of pupil/teacher ratio is correct, the number of unemployed teachers should decrease slightly from 2.4 million in 1978 to 2.3 million in the early 1980s before climbing back to 2.4 million in 1985. Decreases in elementary enrollment have not always resulted in corresponding decreases in need for elementary school teachers because of decreases in pupil/teacher ratios. Enrollment decreases in secondary schools, however, are likely to be accompanied by significant decreases in teachers employed. There should be more than enough teacher graduates in the reserve pool to ensure a teacher surplus through 1986. (Author/JM)

ED 165 305 EA 011 222

Muxen, Marla J. Henniger, Michael L.

Community Involvement in the Schools: An Annotated Bibliography, 1976-1978.

Pub Date-78

Note-25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Annotated Bibliographies, *Citizen Participation, Citizens Councils, *Community Involvement, Conflict, Elementary Secondary Education, Public Relations

Items in this bibliography were taken from the 1976-78 "Current Index to Journals in Education," "Resources in Education," and the "Readers' Guide to Periodical Literature." The original articles and documents were examined and the best ones selected and annotated for inclusion in the bibliography. The entries are organized into the following categories: initiating and developing community involvement; advisory councils and citizen committees; citizen action; community conflict; community in the curriculum; involvement in bilingual or culturally diverse communities; and public relations and community involvement. (Author/JM)

ED 165 306 EA 011 223

Zirkel, Perry A. Castens, Christopher
Teacher Evaluation. A Legal Memorandum.
National Association of Secondary School Principals, Reston, Va.
Pub Date-Dec 78
Note-10p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50, quantity discounts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Court Litigation, Elementary Secondary Education, *Federal Legislation, *State Legislation, Tables (Data), *Teacher Evaluation

Legislation concerning teacher evaluation has been limited to date, and surprisingly little litigation has reached the courts. Although there are federal overlays and local interplay, the law of teacher evaluation is largely a state matter. This legal report gives an overview of the federal and state laws, discusses what the statutes say, and summarizes case law concerning teacher evaluation. A special central section offers a tabular summary of state statutes and administrative regulations. The tabular categories indicate where evaluation procedures are formed, who is responsible for conducting evaluations, which categories of teachers are evaluated, when the evaluations are to take place, what is the scope of the evaluations, and how evaluations are to be conducted. (Author/LD)

ED 165 307 EA 011 224

Rubin, Larry

Unmet School Facility Needs and Thorough and Efficient Education in New Jersey.

Greater Newark Urban Coalition, N.J.

Spons Agency-National Urban Coalition, Washington, D.C.

Pub Date-Nov 78

Note-56p.; A report of the New Jersey Education Reform Project; Appendix I may be marginally legible due to small print

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Construction Programs, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, Facility Guidelines, *Facility Inventory, *Facility Requirements, Management Information Systems, *Master Plans, School District Spending, *State Aid, State Surveys, Supreme Court Litigation, Tables (Data)

Identifiers-*New Jersey

In 1973 the New Jersey Supreme Court ordered the legislature to define in operational terms the legislature's constitutional obligation to provide ``a thorough and efficient system of free public schools for the instruction of all children in the state between the ages of five and eighteen years.'' It also ordered the legislature to develop a new funding system to ensure that each district would be enabled to meet the requirements of the system defined by the new legislation. Shortly after the Supreme Court had rendered its 1973 decision, the state of New Jersey initiated efforts to deal with the state's obligations to provide adequate school facilities for all children. One purpose of this paper is to describe the process and findings of the various studies that were conducted to determine the unmet school facility needs of the state. A new education law was passed by the legislature and accepted by the New Jersey Supreme Court in January, 1976. It contains a new state school aid formula, including a new method for providing state aid for facilities construction. Therefore, a second purpose of this report is to evaluate the extent to which the new systems of state aid have worked to reduce the facilities disparities noted by the courts. Finally, this paper examines how other states have met their school facility needs and recommends methods for New Jersey that can be more successful than the methods in current use. (Author/MLF)

ED 165 308 EA 011 225

State Legal Standards for the Provision of Public Education: An Overview.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-400-76-0138
Note-143p.; Not available in paper copy due to small type size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Bibliographies, Educational Programs, Elementary Secondary Education, State Legislation, *State Standards, Tables (Data)

This book represents the first part of a larger, 7,400 page Compendium of State Legal Standards for the Provision of Public Education." The entire study summarizes and categorizes the education laws and regulations of the fifty states and the District of Columbia in four areas: powers, duties, and functions; programs, materials, and facilities; quality of educational process; and accomodation and governance of students. This overview is being printed separately partly to familiarize a wide audience with the potential uses of the compendium and partly due to the usefulness of the overview itself. This volume includes the organizational outline and introduction to the compendium, thus providing a concise overview of the entire work. In addition, it contains 23 charts comparing important elements of various educational laws and regulation. The final pages include bibliographic information and two multistate agreements dealing with educational standards and interstate cooperation. (Author/IRT)

ED 165 309 EA 011 226

Costick, Rita M.

Women in Educational Administration: Profiles and Resources.

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-300-77-0535

Note-48p.; Photos may not reproduce clearly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Administrative Personnel, Bibliographies, Career Planning, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), *Females, Higher Education, Occupational Information, Sex Discrimination, Sex Stereotypes, *Working Women

This collection of insights and experiences of seven women in educational administration is particularly useful for women considering upward mobility within administration. The women's backgrounds and geographic locations vary, and they work in educational institutions at several levels. Their responses to a number of questions relating to their lives and work include personal background, skills necessary for successful administration and how to obtain them, rewards and drawbacks of being an educational administrator, and future projections for themselves and women administrators in general. An extensive resource list at the end offers sources for further exploration of the field. (Author/LD)

ED 165 310 EA 011 227

Broughton, Diana K. And Others
A Successful Implementation of an Innovation.

Washington State Univ., Pullman. Coll. of Education.
Pub Date-Apr 78
Note-41p.; Tables 2-4 may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adoption (Ideas), Differentiated Staffs, *Educational Innovation, Elementary Education, Individualized Instruction, Program Descriptions, Program Evaluation, Questionnaires, *Success Factors, Tables (Data), *Teacher Attitudes
Identifiers-*Hamblen Elementary School WA, *Significant Organizational Change Carried Out

After a discussion of the innovation adopted (diagnosis of student learning difficulties, individualized instruction, and differentiated staffing) and its success, the authors examine the reasons for the program's successful maintenance. The objectives of the study were to identify the factors the staff perceived as influential to the maintenance of the project and to determine the three factors that were among the most and the least influential for the continuation of the project. Information was gathered from a questionnaire developed specifically for the study. The three factors considered the most influential were that the principal was enthusiastic throughout the program; that the educational beliefs, values, and attitudes of the total staff were similar; and that the staff thoroughly understood how to use, evaluate, and continually improve the program. The three factors considered the least influential were that the other teachers in the district approved the project, that the innovation had been successfully field tested in other schools, and that the teachers had at least as much training as other teachers in the district. The most significant factor was judged the enthusiasm of the principal. (Author/IRT)

ED 165 311 EA 011 228

Ingram, John Earl, Jr.

The Relationship Between School-Community Relations and Student Achievement. Technical Report No. 463. Part 1 of 2 Parts.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-NIE-G-78-0217
Note-221p.; Report from the Project on Studies of Administration and Organization for Instruction; For a related document, see EA 011 229; Figure 3-1 may be marginally legible
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Academic Achievement, Case Studies (Education), Educational Research, Elementary Education, Literature Reviews, Organizational Communication, Parent Attitudes, Parent Participation, *Parent School Relationship, Research Methodology, *School Community Relationship

This is the first of a two-part report on a study examining the relationship between effective school-community relations and student achievement. The research represents a case study of the school-community relations program of an inner-city school serving a population of 628 black students. An interview protocol was developed to gather the perceptions of 65 parents of students in grades 4-6 regarding effective school-community relations in five areas communication, involvement, participation, resolution, and access. This portion of the report contains a review of related literature and research, a discussion of the research methodology, and the case study. (Author/IRT)

ED 165 312 EA 011 229

Ingram, John Earl, Jr.

The Relationship Between School-Community Relations and Student Achievement. Technical Report No. 463. Part 2 of 2 Parts.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Grant-NIE-G-78-0217

Note-163p.; Report from the Project on Studies of Administration and Organization for Instruction; For a related document, see EA 011 228; Table 4-15 and Appendix D may be marginally legible

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Academic Achievement, Bibliographies, Educational Research, Elementary Education, Organizational Communication, Parent Attitudes, Parent Participation, *Parent School Relationship, Questionnaires, Research Methodology, *School Community Relationship, Statistical Data, Tables (Data)

This is the second of a two-part report on a study examining the relationship between effective school-community relations and student achievement. The research represents a case study of the school-community relations program of an inner-city school serving a population of 628 black students. An interview protocol was developed to gather the perceptions of 65 parents of students in grades 4-6 regarding effective school-community relations in five areas communication, involvement, participation, resolution, and access. This portion of the report contains the findings; summary, conclusions, and recommendations; a bibliography; and appendices, which include the interview protocol and tables of data. (IRT)

ED 165 313 EA 011 230

Venezky, Richard L.

Observation and Recording of Educational Activities as an Aid to School Design. Technical Report No. 391.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Ministry of Education and Culture, Jerusalem (Israel).; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Dec 76

Contract-NE-C-00-3-0065

Note-52p.; Report for the Project on Organization for Instruction and Administrative Arrangements; Not available in paper copy due to marginal legibility of charts and graphs

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Building Design, Data Analysis, *Data Collection, Elementary Education, Middle Schools, *School Design, *School Organization, Space Utilization, Teaching Methods

The development of new instructional organizations has placed demands on school facilities that cannot be met adequately with the procedures currently used for school design. Organizational methods, for example, that stress small-group and individual work in non-age-graded settings are not accommodated easily by either of the two common forms of school structures in the United States the closed-classroom, eggcrate design, or the large, open-pod design. To improve the design of school facilities, a recording technique has been developed for gathering information on educational activities. A floor plan of a school that shows all areas that are potentially useable for school activities is labeled and the major characteristics of the spaces including equipment are recorded. For each activity observed, the location, duration, and equipment used are recorded, along with the type of activity and certain characteristics of the students and instructor. These data are then analyzed to yield information on instructional patterns, space and facility requirements, and student circulation. (Author)

Vincent, Phillip E. Adams, E. Kathleen

Fiscal Responses of School Districts. A Study of Two States Colorado and Minnesota.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.-F-78-3

Pub Date-Oct 78

Note-56p.; Not available in paper copy due to small print size of original document

Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Research, Elementary Secondary Education, Equalization Aid, *Finance Reform, *Financial Policy, School Systems, State Aid, Statistical Analysis, Statistical Data, Tables (Data)

Identifiers-Colorado, Minnesota

This study examines various factors that influence school district spending and spending from locally raised taxes in Colorado and Minnesota. The factors include the levels of state and federal aid; the nature of the state general aid formula; local fiscal characteristics including the average market value of residential housing, the percent of the property tax base that is residential, and average household income; and various social and demographic characteristics including district size in terms of number of pupils, pupil growth rate, and factors that may be associated with the costs of education inputs. The report is divided into four primary sections with more technical material on the statistical equations placed in an appendix. Section 1 introduces the major issues. Section 2 briefly describes the history of school finance reform efforts in the two states studied. Section 3 summarizes the results of the statistical analysis and suggests how the aid formulas and various fiscal and other variables may influence school districts. Section 4 discusses how the results of such studies may be used in designing new state aid formulas that take into account district average income levels and other factors in formulating more sophisticated school finance simulation models. (Author/IRT)

ED 165 315 EA 011 232

School District Expenditure and Tax Controls. A Summary of Tax and Expenditure Limitation Efforts in the Wake of Proposition 13, Existing Budget and Tax Rate Procedures and Bond Election Requirements.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Report No.-F-78-8
Pub Date-Aug 78
Note-59p.; Not available in paper copy due to small print of original document
Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bond issues, *Budgets, Capital Outlay (for Fixed Assets), Educational Legislation, Elementary Secondary Education, Finance Reform, Operating Expenses, Property Taxes, School Budget Elections, *School District Spending, *School Taxes, *State Action, *State Legislation, Tax Rates
Identifiers-Tax Limitation Efforts

The success of Proposition 13 in California gave impetus to similar tax limitation efforts in other states. Information included in this booklet is intended to help local, state, and federal education finance policy-makers wrestling with this issue. The first section summarizes efforts in each state to limit taxation and expenditure both by legislative action and citizen petition as of August 1978. Section two describes procedures in each state for approving bond issues for school capital expenditures. The third section presents state requirements for approving current operating budgets as well as procedures for maintaining or increasing property tax rates for current operating purposes. This section also includes a description of tax and expenditure controls that already exist in many state public school systems. An insert updates state activity on tax and expenditure limitation as of October 1978. (Author/JM)

ED 165 316 EA 011 234

State Government Finances in 1977. Government Finances/GF77 No. 3.
Bureau of the Census (DOC), Suitland, Md.
Pub Date-Sep 78
Note-69p.; For a related document, see ED 127 695; Not available in paper copy due to marginal legibility of original document
Available from-Subscribers Services Section (Publications), Bureau of the Census, Washington, D.C. 20233 ($1.40)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Comparative Statistics, *Educational Finance, Expenditures, Financial Support, Income, Property Taxes, State Aid, *State Government, *State Programs, State Surveys, Welfare
Identifiers-Revenues, *State Finances

The tables in this report summarize each state's revenues and expenditures for 1977. Information presented for each state includes per capita amounts of financial items; relation of finances to personal income; revenue by source; expenditure by character and object and by type and function; intergovernmental expenditure by type of receiving government and by function; capital outlay; indebtedness and debt transactions; cash and security holdings by purpose and type of asset; finances of state liquor stores and alcoholic beverage monopolies; finances of state-administered public employee retirement systems, unemployment compensation systems, workmen's compensation systems, and insurance trust systems; and population and personal income. An introduction summarizes each type of state expenditure for the whole nation, and a glossary defines related terms. (JM)

ED 165 317 EA 011 235

Encouraging School Transportation Effective Energy Management (ESTEEM). Fuel Economy Management Handbook for Directors of Pupil Transportation; School District Administrators; Transportation Department Management.

BRI Systems, Inc., Phoenix, Ariz.

Spons Agency-Department of Transportation, Washington, D.C.

Pub Date-Oct 77

Note-161p.; For a related document, see EA 011 236; Not available in paper copy due to light print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrator Guides, Check Lists, Cost Effectiveness, Decision Making, Driver Education, Efficiency, Elementary Secondary Education, *Energy Conservation, Equipment Maintenance, *Fuel Consumption, Public Relations, Reference Materials, Scheduling, *School Buses, School District Spending, *Student Transportation

This handbook offers a practical approach for pupil transportation energy management by suggesting ideas to save fuel in the purchasing, planning, routing, scheduling, driving, and maintenance areas of the pupil transportation operation. The handbook is divided into seven parts. Part 1 and 2 provide insight into energy management in pupil transportation. Part 3 discusses the driving environment variables that influence fuel economy and provides a framework for practical recommendations. Part 4 presents step-by-step guidelines for reducing fuel use in the school district. Actions that can be taken to increase fuel economy in each area of the pupil transportation operation are discussed in Part 5. Part 6 offers helpful suggestions to implement fuel economy management. This is followed by a listing of additional tips to save energy and a conclusion in Part 7. Sources that can be called on for further information and assistance and a bibliography are included in Part 8.

Fuel Economy Through Teamwork. Energy Savings in School Transportation Publication Series. 1. Pupil Transportation and Energy Conservation. 2. Purchasing for Fuel Economy. 3. Driving for Fuel Economy. 4. Operating for Fuel Economy. 5. The Science of Saving Fuel.

BRI Systems, Inc., Phoenix, Ariz.
Spons Agency-Department of Transportation, Washington, D.C.
Pub Date-7 Oct 77
Note-53p.; For a related document, see EA 011 235; Not available in paper copy due to light print of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Guides, Check Lists, Cost Effectiveness, Driver Education, Efficiency, Elementary Secondary Education, *Energy Conservation, *Fuel Consumption, *School Buses, School District Spending, *Student Transportation

This publication series of five booklets presents a summary of tips for saving energy in pupil transportation. The first booklet offers guidelines and suggestions to assist school transportation administration in achieving better fuel economy and cost management goals. The second presents purchasing tips and shows ways to use benefit cost analysis to provide a comprehensive measure of investment performance in selecting school busses. The third booklet contains a pocket mileage record for driver use. The fourth offers tips for planning, training personnel, purchasing, and operation that lead to greater fuel economy, and the fifth booklet addresses some of the basic scientific principles involved in saving fuel. (Author/MLF)

ED 165 319 EA 011 237

Coleman, Donald G.
Leader Styles of Secondary Principals.
Pub Date-Nov 78
Note-88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Educational Research, *Leadership Styles, Measurement Instruments, *Principals, Secondary Education, Tables (Data)
Identifiers-Administrative Grid, Organizational Climate Survey

Researchers attempted this study to develop an instrument capable of measuring the ``task'' and ``people'' orientation of leader styles so that scores could be plotted on the ``Administrative Grid'' developed by the researchers. The researchers reanalyzed data previously collected on the ``Organizational Climate Survey'' to discover if items on this survey could be used to plot leader styles on the Administrative Grid. They completed a factor analysis of 455 teacher observations gathered by the survey. Researchers found that 44 items were useful in describing the leader style of secondary principals. When the 44 items were reanalyzed, seven factors with significant eigenvalues were discovered in the instrument. These seven values divided into three dimensions task orientation, salary and benefits, and people orientation. Researchers concluded that the 44 useful items ought to be extracted from the 80-item instrument. The instrument was found highly reliable with as few as eight people. Researchers made several recommendations for further study. (1) Additional items for the survey should be developed. (2) The study should be replicated in elementary schools and with superintendents. (3) Further studies should determine if leader styles can be changed. A lengthy appendix presents data analysis and a copy of the ``Organizational Climate Survey.'' (Author/JM)

ED 165 320 EA 011 238

Benish, Jean, Comp.
A Comprehensive Middle School Bibliography.
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
Pub Date- 77
Note-185p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Bibliographies, Curriculum, Educational Administration, Educational Facilities, Educational Philosophy, Evaluation, Intermediate Grades, Junior High Schools, *Middle Schools, Needs Assessment, Organization, Teachers

This extensive bibliography of middle childhood education is intended to help educators and education agencies improve junior high school education. Section 1 of the bibliography is a comprehensive list of relevant materials. Section 2 is a selected bibliography used as reference materials by the West Virginia Board of Education in developing "A Programmatic Definition for Middle Schools in West Virginia." The items in section 2 are categorized under 13 topics: rationale, needs assessment, instruction, staff, management, evaluation, facilities, budget, learner, organization, curriculum, communication, and philosophy and goals. Both bibliographies contain six types of resources, including books; articles; pamphlets and booklets; ERIC documents; papers, theses, dissertations, and reports; and newspaper articles, bulletins, and newsletters. (Author/JM)

ED 165 321 EA 011 239

Pratt, Simon

The Use of Computer Assistance in Curriculum Planning. A Report of the Curriculum and Timetable Strategies Preliminary Research Project, 1976-1978.

Pub Date-Aug 78

Note-19p.; Not available in paper copy due to light print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Programs, *Curriculum Planning, Experimental Programs, Foreign Countries, Scheduling, *School Schedules, Secondary Education

Identifiers-England, Oxford School Timetabling System

This experiment in using computer-assisted curriculum planning in two British secondary schools tested the practicability of using computers not only in the annual compilation of school timetables but, more radically, in the characterization of constraints that knock-on'' from one year's timetable to the next. The Oxford School Timetabling System was used. Delay and unanticipated expense resulted in both schools from lack of immediate computer access since errors had to be corrected by phone or mail. The aims of the preliminary project were met in the Hengrove School but initial outcomes were disappointing at the Wells Blue School. In the Hengrove School about 85 percent of original specifications were met and the timetable had been completed by the insertion of a further 7.7 percent of items in a slightly degenerated form by reducing the number of sets provided without alteration of the curriculum, and the insertion of 4.6 percent of items with some structural variation. While such use of computers is still in the preliminary stages, researchers believed the experiment made some small steps forward. The development of entity pooling techniques is a future priority, as is the ability of schools to make their own informed choices between alternative strategies for inching up'' in the final compilation stages. (Author/JM)

ED 165 322 EA 011 242

Fisher, Charles W. And Others

Teaching and Learning in the Elementary School: A Summary of the Beginning Teacher Evaluation Study. Report VII-1. Beginning Teacher Evaluation Study Technical Report Series.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-California State Commission for Teacher Preparation and Licensing, Sacramento.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-400-75-0001
Note-51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Achievement, *Class Management, Classroom Research, Educational Research, *Effective Teaching, Elementary Education, Student Behavior, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics
Identifiers-Academic Learning Time

This executive summary of the multiyear Beginning Teacher Evaluation Study (BTES) focuses principally on the findings of Phase III-B of this research program on teaching effectiveness. One outcome of the BTES study was a concept that makes it possible to measure individual student learning by noting observable variables of student behavior in the classroom. Academic Learning Time (ALT), as the concept is called, is defined as the amount of time a student spends attending to academic tasks while also performing with a high success rate. The more ALT a student accumulates, the more he or she can be assumed to be learning. The study also revealed five general interrelated components of effective teaching: diagnosis, prescription, presentation, monitoring, and feedback. Teachers who pay attention to all these factors tend to have students who accumulate high rates of ALT. Two other variables that are correlated with effective teaching emerged from the study. One was academic orientation, or the extent to which the teacher emphasized, valued, and worked toward cognitive achievement. The other was orientation toward affect, or the extent to which the teacher was aware of, acknowledged, and valued student feelings. (Author/JM)

ED 165 323 EA 011 243

Woodling, Ruth W., Ed.
Critical Issues in Education.
Georgia Univ., Athens. Inst. of Government.
Pub Date-78
Note-139p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Collective Bargaining, *Conference Reports, Court Litigation, Discipline Policy, *Discipline Problems, *Educational Accountability, Educational Finance, Elementary Secondary Education, Federal Government, *Finance Reform, Performance Based Teacher Education, State Programs, Suspension, Teacher Certification, Teacher Strikes
Identifiers-Florida, Georgia, Georgia (Atlanta), North Carolina, State Testing Program

This publication contains the edited text of the proceedings of the September 1976 Conference on Education for Georgia Legislators. Addresses by 20 experts from Georgia and around the country are presented. The proceedings are intended to help legislators, educators, parents, and others interested in deeper insight into the issues of educational accountability, school finance, school disruption, and collective bargaining. Five participants addressed issues surrounding educational accountability, focusing on outcomes of current accountability attempts, performance-based teacher certification, accountability attempts in Florida and North Carolina, and statewide testing in Georgia. Five speakers discussed school finance, including its politics, the role of the federal government and the courts, and school finance in Florida. One participant discussed the recommendations made by the Florida Citizens' Committee on Education, while another dealt with the more general topic of what parents expect from schools. Five experts on dealing with school disruption focused on this topic, making comments on discipline policies in Florida and Atlanta, Georgia, and school suspension policies in both conventional and alternative schools. Those speakers who addressed collective bargaining concentrated principally on teachers' bargaining rights and right to strike and California's new teacher collective bargaining law. (Author/JM)

An Analysis of Operations Costs Under Traditional and Year-Round Student Schedules in the Bethel Public Schools.

Washington Univ., Seattle. Bureau of School Service and Research.
Pub Date-15 Aug 78
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Cost Effectiveness, Data Analysis, Educational Research, Elementary Secondary Education, Expenditure Per Student, Models, Program Costs, Program Evaluation, Statistical Data, Tables (Data), *Traditional Schools, *Year Round Schools
Identifiers-45 15 Plan, Bethel Public Schools WA

This study focuses on the differences in operating costs between the traditional 180-day school schedule and the 45/15 year-round schedule in the Bethel School District of Tacoma, Washington. Two approaches were used to identify and analyze costs of the following: building administration, teachers, secretaries, clerks and aides, instructional specialists, food service, transportation, custodians, maintenance, libraries, utilities, central administration, and instructional support. Model I was designed to investigate differences in cost per pupil in all categories before and after the year-round program was implemented. Model II was used to calculate the costs that would be incurred if the 45/15 plan was ended and the traditional schedule made operational. No differences were determined in Model I. In Model II, cost differences were found to be related to the alternative used to provide needed school space and services. (Author/LD)

ED 165 325 EA 011 245

The School Principal: Recommendations for Effective Leadership.
California State Legislature, Sacramento. Assembly.
Pub Date-Sep 78
Note-82p.; Appendix D may be marginally legible
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Administrator Education, *Administrator Evaluation, Administrator Qualifications, Administrator Responsibility, *Administrator Role, Elementary Secondary Education, Inservice Education, *Leadership, *Principals, *Professional Continuing Education, Reports
Identifiers-Leadership Effectiveness, Mangers (Dennis)

In 1977-78, California Assemblyman Dennis Mangers headed an Assembly Education Committee Task Force on elementary and secondary principals. The task force was established to review the adequacy of preservice training, evaluation, and continuing professional development of principals. Members addressed questions about the role of the principal, skills needed in the role, changes needed in preservice and inservice training, and ways to improve administrator effectiveness. The task force concluded that because of increased social pressures and a burgeoning number of mandated programs, the principal's role today is much more demanding. The investigation resulted in extensive findings and recommendations concerning preservice training and credentialing, principal recruitment and selection, administrator professional development, administrator support systems, and principal evaluation. The report concludes with the recommendation that a major effort must be made by state and local governments to define the role of principals, give principals adequate support and assistance, and hold principals accountable for defined tasks. A lengthy appendix presents the skills necessary for school leadership, the general criteria for the evaluation of principals, a scope and content statement for the administrative services credential, an analysis of educational programs administered by principals, and a list of task force members. (Author/JM)

ED 165 326 EA 011 246

Gillispie, Fred D., Jr.

Leadership for Change: A Case Study of Positive Change.

Pub Date-Nov 78

Note-51p.; For a related document, see ED 106 970; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adoption (Ideas), Case Studies (Education), *Educational Change, Educational Research, Elementary Secondary Education, *Individualized Instruction, *Leadership, Principals, Questionnaires, Tables (Data)

Identifiers-Individually Guided Education, Virginia (Lynchburg)

This report describes the implementation of the Individually Guided Education (IGE) program in the Armstrong School in Lynchburg, Virginia. In IGE, the graded self-contained classroom is replaced by the multiunit school so that individualized learning can occur. There has been much demand for similar kinds of changes in schools, but most previous programs have been unsuccessful. The IGE system was begun in the Armstrong School in the fall of 1973 with strong support from the principal and less enthusiastic support from the staff. The school's implementation was inadequate in several areas, including infrequent Instructional Improvement Committee meetings, unproductive unit meetings, failure to properly utilize the IGE planning model, lack of adequate inservice training, and lack of administrative understanding and leadership. These inadequacies were observed by the author and cited in a questionnaire administered to teachers. In the spring of 1975, the author was appointed principal of the school. To solve implementation problems, inservice training sessions for staff and parents were held. Results of a questionnaire given to teachers and parents indicated acceleration of implementation, improvement of staff relationships, increased staff and parent understanding of the project, and agreement with the findings of several other IGE studies. The principal's leadership was an important factor in implementation. (Author/JM)

ED 165 327 EA 011 247

Lutz, Frank W.

Community Conflict and School Board Response: A Study of Superintendent Survival.

Pub Date-17 Nov 78
Note-19p.; Paper presented at the Annual Meeting of the American Anthropology Association (Los Angeles, California, November 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Boards of Education, Case Studies (Education), Conflict, Educational Administration, Educational Research, Elementary Secondary Education, Ethnography, Meetings, *School Superintendents
Identifiers-Elite Arena Model

Findings of this ethnographic study are the product of observations of the Capital Area School Board from January until September 1976. The data were fit into two models, the Dissatisfaction Theory of Democracy and the elite-arena model. Elite'' boards reach most decisions in private meetings and feel independent of the electorate. Arena'' boards debate issues publicly and see themselves as delegates of the people. Often during arena behavior of school boards, the board suffers high turnover and superintendents are not reelected. This study attempts to explain how superintendents manage to remain in office during such stormy periods. During the period described by the study a new superintendent promoted the abolition of elite behavior and the institution of arena behavior. Because of a split in the board, board meetings were full of conflict and turnover was high, yet the superintendent retained support. Researchers concluded that a superintendent may survive in conflict situations if the superintendent values arena behavior, separates administration from policy-making, administers policy enacted, and keeps separate from board factions. It was suspected that when board members do not value their own arena behavior, the conflicts will tend to be personalized and unmanageable. (Author/JM)

ED 165 328 EA 011 248

Uses of State Administered Federal Education Funds. Fiscal Years 1976 and 1977 (under Section 437, General Education Provisions Act). Third Annual Report of the U.S. Commissioner of Education to the Senate Committee on Human Resources Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-DHEW-OE-79-01705
Pub Date-78
Note-368p.; For a related document, see ED 148 028; Not available in paper copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annual Reports, Data Collection, Elementary Secondary Education, *Federal Aid, Federal Programs, Higher Education, State Departments of Education, *Statistical Data, *Tables (Data)

This report is the third annual response of the U.S. Commissioner of Education to the requirements of the General Education Provisions Act. It includes annual reports in the form of statistical data from the states describing state uses of federal education funds. The 11 summary tables were designed to satisfy these objectives: (1) to show every data item specified in the legislation; (2) to permit comparisons across all states and programs; (3) to show the characteristics of grantees and beneficiaries of the state-administered federal education programs; and (4) to illustrate the varying administrative policies of the states within their prescribed responsibilities to suballocate federal funds. A brief history of the process of requiring these annual reports precedes the data. (Author/LD)

ED 165 329 EA 011 250

McEachern, William A.

School Finance Reform: The Equity and Efficiency Implications of Capitalization and Tax-Price Changes in Connecticut. Real Estate Report: No. 22.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date-Dec 77

Note-83p.

Available from-Center for Real Estate and Urban Economic Studies, Publications, School of Business Administration, University of Connecticut, Storrs, Connecticut 06268 ($4.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Bibliographies, Educational Research, Elementary Secondary Education, *Finance Reform, Models, *Property Taxes, Statistical Analysis, Tables (Data)

Identifiers-*Connecticut

The author argues that the effect of tax capitalization on the value of property has been neglected in the judicial and legislative discussion of school finance reform, even though this phenomena may weigh heavily on an equitable solution to the current funding dilemma. He examines theoretical and empirical support for the thesis that if, because of differences in the taxable base, one town levies higher tax rates than a neighboring municipality in order to provide the same quality of public service, and if this difference is expected to prevail over time, then property values in the former community will be depressed relative to the value of identical property in the town where tax rates are lower. Consequently, at least part of the inequity in the current system of funding local services will be eased through tax capitalization. This analysis indicates that greater property wealth per pupil results in a lower price for education and this lower price in turn leads to greater per pupil spending. To credit property-based differences and the underlying price differences as the primary source of spending disparities across towns is simply incorrect. The evidence suggests that income differences across towns are more important than price differences. (Author/IRT)

ED 165 330 EA 011 251

Alschuler, Alfred

Discipline: A Socially Literate Solution.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-77-0031
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavior Problems, *Communication Skills, *Conflict Resolution, Discipline Policy, *Discipline Problems, Educational Research, Elementary Secondary Education, *Problem Solving, *Student Teacher Relationship

This document is a summary of a book entitled tentatively Discipline: A Socially Literate Solution'' by the same author. The book, based on seven years of research and development, is intended to be a manual for educators and students. The method described takes as its starting point that discipline problems can be reduced significantly if educators collaboratively name patterns of conflict, analyze systemic causes, and democratically improve the rules and roles governing behavior. It lays out a theory on the causes of discipline problems in schools and then offers specific techniques for their amelioration. The summary presents an overview of the theory with examples and then indicates chapter by chapter the content of the book. (Author/MLF)

ED 165 331 EA 011 253

Thomas, Ruth G.

A Method for Record-Keeping and Analysis of Equipment and Related Costs by Educational Program.

Pub Date-19 Jul 75

Note-49p.; Figures may not reproduce

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cost Effectiveness, *Educational Equipment, *Facility Inventory, Information Storage, Methods, Program Costs, *Recordkeeping, Records (Forms), *School Accounting, Secondary Education, Vocational Education

A system employing a micro-level approach to the ongoing recording of educational equipment costs by educational program was developed. The system was designed to depreciate equipment and to allow determination of annual costs by educational program; consumption; maintenance and repair; interest on the capital investment; and insurance for purchased, donated, and rented equipment used by one program only and that used jointly between two or more programs. Guidelines for implementation are provided. The system provides for cost analysis procedures that allow cost comparisons and the determination of cost relationships and trends. Cost data provided by this system facilitate determination of the cost portion of cost-benefit studies concerning educational programs. The data provided by this system, over a period of years, can be used to develop standards that can be used as a yardstick to measure program, school, and district operations. Such cost data can provide guidelines when projecting costs of adding new programs and expanding present programs. The conceptual framework provides a basis for further development of instruments and procedures in the area of educational cost analysis. (Author)

ED 165 332 EA 011 254

Erickson, Donald A.

An Agenda for Research on Private Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-23 Feb 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Alternative Schools, Catholic Schools, Data Bases, Dual Enrollment, Educational Alternatives, Educational Environment, *Educational Research, Elementary Secondary Education, Interagency Cooperation, Nonpublic School Aid, *Private Schools, *Research Needs, *Research Problems, *Research Proposals, School Community Relationship, School Organization

This paper distills from a research conference, arranged by the Council for American Private Education (CAPE), six questions that constitute an agenda for research on private education. Discussed after each of the following proposed questions are some of the past research studies relevant to the question, and the status of research in progress. (1) What organizational phenomena are most powerfully linked, either directly or indirectly, to widely valued pupil outcomes? (2) What can we learn, from studies involving private schools, about the range of feasible school influence on community well-being? (3) What data sources can be developed to make at least some of the special research opportunities in private schools available to scholars? (4) What are the major impediments to the development and perpetuation of private educational options in response to consumer demand, and what are the most promising strategies for limiting, reducing, or eliminating those impediments? (5) What are the circumstances, frequency, and range of existing relationships between public and private educational agencies? What mutual influences are exercised, with what consequences for communities as a whole? (6) How can we best advance our understanding of private schools as entities important in their own right, even apart from what we might learn about the fundamental processes that pervade all schools? (Author/MLF)

ED 165 333 EA 011 255

Beilby, Albert

Costing Instructional Programs. Research Publication 78-4.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-103p.; Report of Research of the Cornell University Agricultural Experiment Station; Not available in paper copy due to color of paper used in original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Chemistry, *Cost Effectiveness, Data Analysis, Instructional Programs, Junior Colleges, Life Cycle Costing, Models, Occupational Therapy, Operating Expenses, Program Costs, Statistical Data, Tables (Data)

This document reports results of two applications of an alternative cost model to two-year college education programs. Purpose of the study was to identify nonoperational costs (costs other than instruction) that are not usually found in financial reports. Current educational cost practices report costs by jurisdictional units; the way costs are organized reflects the institution's organization. An alternative method the functional approach is described as more revealing of the true costs of a program. Cost studies were performed for two different programs, an occupational therapy program and a college preparatory chemistry program. This report closes with observations concerning implementation of a functional cost analysis, comments about how the two studies will be used internally, and a recommendation for those interested in further developing functional cost analyses evaluations. (Author/LD)

ED 165 334 EA 011 256

Hills, Jean

Critical Issues in the Preparation of Educational Administrators in North America.

Pub Date-May 78
Note-18p.; Paper presented at the International Intervisitation Conference in Educational Administration (4th, Vancouver, B.C., May 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Education, *Educational Administration, Elementary Secondary Education, Professional Training, Values

Educational administration in North America is in a state of disarray, according to the author, because of the conduct of its practice, the preparation of its practitioners, and the advancement of knowledge relevant to its practice. Issues involved in the long-range preparation for work in educational administration is the focus of this report, and six characteristics are explained as minimally essential to an individual's preparation: (1) a firm basis in clinical values, (2) a grounding in relevant academic disciplines, (3) specialized knowledge acquired from the relevant disciplines and clinical experience, (4) a strong emphasis on cognitive and instrumental values, (5) a knowledge of clinical problems, and (6) internalization of the values of socialization. (Author/LD)

ED 165 335 EA 011 257

Selected References: The Middle School and Junior High. National Middle School Resource Center.

Indianapolis Public Schools, Ind.; Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-34p.; A cooperative ESEA Title IV-C project between the Department of Public Instruction and the Indianapolis Public Schools.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Bibliographies, *Junior High Schools, *Middle Schools, *Resource Materials

This bibliography represents a revision of a previously distributed similar publication printed in the summer of 1974. It includes many items that are a part of the files of the Middle School Resource Center. These documents are starred. Materials in the bibliography are listed under the following categories: (1) books and booklets on the middle school and intermediate education, (2) pamphlets and reports, (3) periodical articles on the middle school movement, (4) philosophy and rationale of the emergent middle school, (5) the school plant, (6) administration, (7) instructional staff, (8) organizing instruction, (9) curriculum and para-curriculum, (10) guidance services, (11) doctoral dissertations, and (12) audiovisual. (MLF)

ED 165 336 EA 011 258

Evans, Francis B. Harmon, Judson A.

The Opinions of Wisconsin Residents About Educational Goals, Department of Public Instruction Responsibilities, Cost-Cutting Methods and Several General Issues. Bulletin Number 9532.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-78p.; Report No. 1 in the series of technical reports about the Statewide Assessment of Educational Needs (SWAN) Study; For a related document, see EA 011 259

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Community Attitudes, Community Surveys, *Cost Effectiveness, Data Collection, *Educational Assessment, Educational Needs, *Educational Objectives, Educational Research, Elementary Secondary Education, Expenditure Per Student, Program Effectiveness, Program Evaluation, Questionnaires, State Departments of Education, Statistical Data, Tables (Data)

Identifiers-*Wisconsin

During the fall of 1976, the Wisconsin Department of Public Instruction (DPI) initiated a statewide study of educational needs as they related to the missions of the DPI. Part of this study, called the Statewide Assessment of Educational Needs (SWAN), was a citizens opinion poll designed to review state-level priorities. Three topics were explored: the perceived importance of various DPI roles and responsibilities, the degree of public acceptance of various methods by which local districts might reduce operating costs, and the importance and amount of school emphasis on various educational goals. A few general education-related issues were also included. Completed interviews were obtained from about 79 percent of the population surveyed. The study presents background information about the respondents followed by a complete item-by-item listing of responses and a copy of the interview schedule. (Author/LD)

ED 165 337 EA 011 259

Evans, Francis B. Harmon, Judson A.

The Importance, Usage and Quality of Wisconsin Department of Public Instruction Services, as Rated by Local School District Administrators, Secondary and Elementary Principals, School Board Presidents, and Cooperative Educational Service Agency Coordinators. Bulletin Number 8195.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-198p.; Report No. 2 in the series of technical reports about the Statewide Assessment of Educational Needs (SWAN) Study. For a related document, see EA 011 258

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Personnel, *Administrator Attitudes, Boards of Education, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, Handicapped Students, Intermediate Administrative Units, Principals, *Program Evaluation, Questionnaires, Scho[illegible]ems, Services, State Aid, State Departments of Education, *Sta[illegible]ool District Relationship, Statistical Data, Tables (Data)

Identifiers-*Wisconsin

Produced as part of the Statewide Assessment of Educational Needs (SWAN) intended to study statewide educational needs as they relate to the mission of the Wisconsin Department of Public Instruction (DPI), this technical report presents the methods and findings of the administrator survey. The administrator survey was done to examine the importance and adequacy of Wisconsin DPI services and activities as perceived by local district administrators, school board presidents, elementary and secondary principals, and the coordinators of Wisconsin's 19 cooperative educational service agencies. School board presidents and administrators from 190 of Wisconsin's 436 school districts were surveyed. The areas on which opinions were sought were DPI general education services, services for the educationally disadvantaged, services for the handicapped, state financial aid, services for local administration and food service, and DPI technical support services. Respondents were also asked to indicate the two most important DPI activities in each of six general service areas. In general, the ratings show that service activities of a general nature are judged important and used by many districts. Tables are used extensively to present the results of the questionnaire, which is also included. (Author/IRT)

ED 165 338 EA 011 261

Arends, Jane And Others

Aids for the Development of Educational Teams.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Pub Date-Oct 76
Note-109p.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrative Personnel, *Auto Instructional Aids, Elementary Education, *Instructional Aids, Organizational Development, Teachers, *Team Training, Training Techniques, Workbooks

This workbook is a collection of practical strategies and techniques for team-building that can be used by educational consultants or by the team members themselves without outside assistance. Various aids are presented to facilitate organizational improvement in schools. The consultant aids are listed as diagnostic warm-ups, exercises, and procedures, and as team-building warm-ups, exercises, and procedures. The self-administered aids are for getting better acquainted, warming up, diagnosing the team, and team-building. Space is provided in the workbook for writing answers. (Author/LD)

ED 165 339 EA 011 262

Some Examples of Noteworthy Practices in California Intermediate and Secondary Schools.

California State Dept. of Education, Sacramento.

Pub Date-78

Note-205p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Programs, Instructional Programs, *Program Descriptions, Secondary Education

Identifiers-*California

This document contains accounts of nearly 200 programs currently in operation in California intermediate and secondary schools. The programs described were selected from among a large number of programs nominated by personnel from schools, district offices, and offices of county superintendents of schools. Teams of state department of education and school district personnel visited each of the nominated programs to confirm the accuracy of the descriptions. The publication is designed for use by educators, parents, and school board members in developing new ideas for programs in their own districts. Each program account contains a program title, school location, brief description, a list of major and of supporting areas of concern, the target audience, a list of materials used, services available for persons wanting more information, information on the financial requirements for beginning the program, the manner in which the program is evaluated, and the name and address of a person who will supply further information. (Author/IRT)

ED 165 340 EA 011 263

California School Accounting Manual. 1978 Edition.
California State Dept. of Education, Sacramento.
Pub Date-78
Note-155p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.65)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Glossaries, *Manuals, Records (Forms), *School Accounting
Identifiers-*California

This edition of the manual incorporates the 1977 amendments, which were developed by the members of the Accounting and Budgeting Research committees of the California Association of School Business Officials in cooperation with the California State Department of Education staff. The amendments clarify the definitions and improve the methods of distributing direct costs and direct support costs to programs, stress the importance of distributing direct support costs and specify that indirect costs shall be allocated to all programs, and require the submission of a comprehensive supplemental annual financial report that will display the distribution of costs to all programs at the same time. (Author/IRT)

ED 165 341 EA 011 264

Askin, Ralph J. And Others
California School Energy Concepts, 1978.
California State Dept. of Education, Sacramento. Bureau of School Planning.
Pub Date-78
Note-49p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.85)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Guides, Air Conditioning, Elementary Secondary Education, *Energy Conservation, *Facility Guidelines, Facility Requirements, Heating, Life Cycle Costing, *School Design, School District Spending, *School Improvement, *School Planning, Solar Radiation, State Standards
Identifiers-*California

This publication is one of the major efforts of a project designed to promote energy conservation in California schools. Suggestions are provided that can be adapted at individual school facilities to reduce energy consumption. The guide also focuses on the major concepts of the new state standards for energy conservation for new nonresidential buildings and contains explanations of how these standards affect schools. The introduction examines the evolution of architectural techniques in attempting to understand the nation's energy dilemma. This is followed by discussions of traditional fuels, ``new'' fuels, and fuels of the future. Suggestions are offered for school districts and architects to consider in planning new school facilities. Suggestions for improvements in existing schools are divided into those that may require minor expenditures and those that may require major expenditures. In the appendices are tables with information about solar projects and about some other nonsolar energy conservation projects; tips on hiring outside consultants; components of a good energy management program; and section drawings of schools that show effective uses of a number of energy conservation measures. A glossary and a selected bibliography complete the guide. (Author/MLF)

ED 165 342 EA 011 266

Nelson, Margaret
Looking Back at the First Year: A Veteran'' Principal's View. OSSC Bulletin Vol. 22, No. 6.
Oregon School Study Council, Eugene.
Pub Date-Feb 79
Note-29p.
Available from-Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Administration, Elementary Education, *Individual Development, Management, *Principals

The first year in the principal's chair is professionally challenging and a stimulus to growth, but it can also be a lonely, frustrating experience. Dr. Margaret Nelson, principal of Reedville Elementary School in Aloha, Oregon, relates her experiences as a first-year principal that could be useful to anyone either considering or entering the field of educational administration. She discusses her experiences and makes recommendations in the following areas: management, evaluation, grievances, open-door policies, interpersonal relations, discipline, testing, conferences, grades, budgeting, maintenance, faculty meetings and staff relations, the relationship of the principal to the children, and the relationship of the community and the school. Although directed to new principals, this bulletin could also be of interest to superintendents, school board members, or anyone else involved in public school governance. (Author/LD)

ED 165 343 EA 011 268

Stoner, Kenneth L. And Others

A Legal Perspective on Revenue Bonds for Residence Halls.

Pub Date- 78

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bond Issues, *Court Litigation, *Dormitories, Higher Education, State Legislation

Presents basic legal issues fundamental to revenue bonds (bonds secured by pledging only the revenues from the facility for the payment of the principal and interest on the bonds) authorized for construction of college and university residence halls and provides reference to, as well as discussion of, court decisions giving specific attention to precedent on the issue of default. Concludes that with leveling of enrollments and retrenchment, universities will face difficult decisions and perhaps even litigation regarding the issue of payment or nonpayment of revenue bonds for residence halls. (Author/PKP)

ED 165 344 EA 011 269

Candoli, I. Carl And Others

School Business Administration: A Planning Approach. Second Edition.

Pub Date-78
Note-376p.
Available from-Longwood Division, Allyn and Bacon, Inc., Link Drive, Rockleigh, New Jersey 07647 ($16.95)

Document Not Available from EDRS.

Descriptors-Accounting, *Administrator Role, Budgeting, Building Operation, Capital Outlay (for Fixed Assets), Communication (Thought Transfer), Court Litigation, Data Processing, *Educational Administration, *Educational Finance, Educational Legislation, *Educational Planning, Elementary Secondary Education, *Financial Services, Food Service, Human Relations, Insurance Programs, Management, Personnel Management, Purchasing, School Maintenance
Identifiers-School Business Administration

Intended for both the student and the practitioner, this text examines the role and function of the school business administrator and offers practical information relevant to the job. The authors recognize that the function of school business administration has radically changed in response to social changes. They believe that conventional projections of resource requirements and availability are dysfunctional and must be replaced by an approach that can accommodate nonlinear variables. This approach is described as a planning approach. The volume incorporates considerations of emerging conditions such as new legislation pertaining to race and sex discrimination, the changing responsibilities of school principals in business affairs, the acceptance of program budgeting, the increased sophistication of information and management systems, and new patterns in collective bargaining. Topics discussed include management techniques, human relations and communications techniques, data processing, budgeting, personnel administration, accounting, auditing, reporting, purchasing, inventory control, distribution, building maintenance and operation, insurance programs, auxiliary services, and capital outlay. (Author/JM)

ED 165 345 EA 011 278

Newman, Arthur J., Ed.

In Defense of the American Public School.

Pub Date-78

Note-282p.

Available from-McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($13.50; 10 or more copies $11.50)

Document Not Available from EDRS.

Descriptors-*Academic Achievement, Achievement Tests, *Basic Skills, Disadvantaged Youth, Educational History, Educational Innovation, *Equal Education, Minority Groups, Public Schools, Reading Achievement, *School Role, Social Change, *Teachers

Criticism of the American public school has abounded since its inception. Among the favorite indictments of the mid-1970s is the alleged failure of the public school to adequately teach fundamental skills. This book is intended to help the reader assess contemporary attacks on public schools in an intelligent and responsible manner. It draws on a wide and varied range of materials that help the reader adopt the proper critical perspective. More than 35 authors and many different types of materials reflecting a variety of evidentiary procedures are included: essays, empirical studies, anthropological impressions, and personal accounts. The readings emphasize that while American public schools have admittedly suffered from some glaring weaknesses especially in the area of extending equality of educational opportunity to children from minority groups, on balance the record of performance is not one of which we should be ashamed. (Author/JM)

ED 165 346 EA 011 279

Erickson, Donald A., Ed. Reller, Theodore L., Ed.
The Principal in Metropolitan Schools.
Pub Date-78
Note-347p.
Available from-McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($13.75; 10 or more copies $11.50 each)
Document Not Available from EDRS.
Descriptors-Administrator Characteristics, Administrator Responsibility, *Administrator Role, Administrator Selection, Career Choice, Collective Bargaining, Community Involvement, Community Relations, Conflict, Curriculum Development, *Disadvantaged Youth, Educational Finance, Educational Research, Elementary Secondary Education, Ethnicity, Females, Job Analysis, Leadership, *Metropolitan Areas, Middle Management, Moral Values, *Principals, Program Development, School Administration, School Community Relationship, Student Rights, Teacher Administrator Relationship, *Urban Education, *Urban Schools
Identifiers-Women Administrators

This collection of articles is designed to help metropolitan school principals meet the challenges of their positions. It is especially concerned with how principals can contribute to effective education for students of markedly heterogenous backgrounds. The authors deal with such issues as the principalship and metropolitan administration, the actual role of principals, and principals' relationships to administrators, teachers, and students. Articles included are The Principalship as a Career'' by Edwin M. Bridges; What Principals Do: A Preliminary Occupational Analysis'' by Salley Columbus, R. Bruce McPherson, and Melany E. Baehr; The Principal against the System'' by Bernard C. Watson; A View of the Leadership Shortage in School Buildings'' by William W. Wayson; Creating a New Era for Schools and Communities'' by James G. Cibulka; The Social Context of Urban Education'' by Daniel U. Levine; Education and Ethnicity'' by Rodney J. Reed; Development of a Program'' by Staten W. Webster; Students' Rights'' by Michael E. Manley-Casimir; The Principal as a Moral Actor'' by Francis Schrag; What Principals Should Know about Teachers'' by Gertrude H. McPherson; Collective Bargaining and the Principal'' by Frank W. Lutz and William E. Caldwell; The Future of Middle Management in Education'' by Bruce S. Cooper; Principalship in an Economic Context'' by K. George Pedersen; and Women as Principals: Their Performance as Educational Administrators'' by Joan D. Meskin. (Author/JM)

ED 165 347 EA 011 324

Bailey, Ralph E. Kackley, John C.

Positive Alternatives to Student Suspensions: An Overview All Children's Hospital, St. Petersburg, Fla.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 77

Note-48p.; For a related document, see ED 150 768

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Counseling Programs, *Discipline Problems, Educational Research, *Group Counseling, Group Therapy, Humanistic Education, Program Descriptions, Rational Therapy, Secondary Education, Student Adjustment, *Suspension, Timeout, Validated Programs

Identifiers-Florida (Pinellas County), National Diffusion Network Programs

The prevention and resolution of student behavior problems were the goals of the Positive Alternatives to Student Suspensions (PASS) Program involving schools in Pinellas County, Florida. Workshops for staff and administrators aimed toward creating a humanized caring school. Classroom activities attempted to create situations in which students and teachers could get to know and appreciate each other. Programs for students run by a psychologist and social worker aimed at self-exploration and personal growth. Encounter groups for personnel stressed self-exploration and facilitation of positive interactions through values clarification, transactional analysis, and other applied behavioral science techniques. Parent training groups fostered open communication, sharing of concerns, problem-solving, and values clarification using techniques from parent effectiveness training, behavior modification, and transactional analysis. A time-out room'' provided a place where students could talk out personal problems before the problems became discipline problems. A Student's School Survival Course'' allowed students to receive positive feedback from teachers and other students. A Student's Home Survival Course'' used reality therapy, transactional analysis, and rational behavior therapy to help students explore positive alternatives for resolving problems at home. During the two years in which the program operated, the PASS schools had significantly fewer student suspensions than did control schools. (Author/JM)

ED 165 348 EC 112 052

Kahn, James V.

On Training Generalized Thinking.

Illinois Univ., Chicago. Dept. of Special Education.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date-Aug 77

Note-32p.; For related information see EC 113 430-444 and CE 019 449-456

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Development, Concept Formation, *Custodial Mentally Handicapped, Discrimination Learning, Exceptional Child Research, Individual Instruction, *Language Learning Levels, Mentally Handicapped, Research Projects, *Training Techniques

Identifiers-*Piaget (Jean)

A two-phased training study attempted (1) to accelerate the rate at which a total of 8 severely and profoundly retarded children (mean age 57 months) developed the Piagetian concept of object permanence and (2) to demonstrate generalization of the higher performance on object permanence scale to other scales of sensorimotor intelligence and to the learning of expressive language. The first phase focused on training the Ss in the area of object permanence. In the second phase the Ss (4 from phase 1, 2 control and 2 experimental, and 2 newly selected Ss matched for age and etiology) received language training. Among results were that all of the phase 1 Ss achieved criterion for the highest item on the scale used; and that, in phase 2, Ss who had achieved object permanence (whether with or without training) progressed far more than Ss who had not mastered this concept. (PHR)

ED 165 349 EC 112 350

The Child Development Center: Neah Bay, Washington. Final Report.
Pub Date- 77
Note-48p.; Last page of document is missing
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indians, *Child Abuse, Community Education, Delivery Systems, Identification, *Neglected Children, Professional Education, *Program Descriptions, *Program Evaluation
Identifiers-Final Reports

The final report documents activities of a 3-year child abuse and neglect program on the Makah Indian Reservation in Washington. In addition to a review of project administrative organization, the report summarizes project components (coordination of case identification and service delivery, legislation and jurisdiction, case management, community education, professional education, youth and family activities, and staff training). Problems and future goals are cited, and progress in nine project goals is examined. The project's impact on the community is evaluated. (CL)

ED 165 350 EC 112 667

Grosse, Susan J.

Mainstreaming the Physically Handicapped Student for Team Sports.

American Alliance for Health, Physical Education, and Recreation,
Washington, D.C.
Pub Date-Jan 78
Note-9p.
Available from-American Alliance for Health, Physical Education and
Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
Journal Cit-Practical Pointers; v1 n8 p1-8 Jan 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Adapted Physical Education, *Class Organization, Elementary
Secondary Education, *Instructional Innovation, *Mainstreaming,
*Physically Handicapped, Student Participation

The article gives suggestions for mainstreaming physically handicapped students into regular physical education classes during instruction in team sports. The report lists six pointers for general class organization and instruction, such as establishing an atmosphere of acceptance, emphasizing the positive contributions each student can make, and requiring all students' participation in pre-play activities. Suggestions for stationary practice and moving drills are given, as are hints for facilitating the handicapped individual's participation in game play. Specific suggestions for the participation of the handicapped are listed for the following sports: basketball, floor hockey, football, soccer, and softball. (PHR)

ED 165 351 EC 112 668

Wentling, Tim L., Ed. And Others
Resource Directory for Teacher Education in Vocational Special Needs.
Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Pub Date-Sep 78
Note-86p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Directories, *Educational Resources, *Handicapped Children, Information Centers, *Information Sources, Resource Guides, *Teacher Education, *Vocational Education, *Vocational Education Teachers

The resource directory for vocational education teachers contains information on serving the needs of the handicapped student. Each of the approximately 70 entries lists the following information: title, author(s), publisher, publisher's address, publication date, type of materials, target population, availability, and content description. The directory is divided into the following sections: handbooks and manuals, textbooks, journal articles, project reports, and workshop reports. Appended are the names and addresses of selected sources for future resource searches, a selected bibliography of materials on handicapped students, and a listing of vocational inservice handicapped materials in development at the time of this publication. (PHR)

Lauderdale, Michael L., Ed. And Others
Child Abuse and Neglect: Issues on Innovation and Implementation. Volume II.
Texas Univ., Austin. School of Social Work.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30148
Pub Date-78
Note-375p.; For related document, see EC 112 782
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Child Abuse, Community Resources, Conference Reports, *Delivery Systems, *Family Problems, *Intervention, Medical Treatment, Needs Assessment, *Neglected Children, Program Development, Program Planning, *Special Services, Student Evaluation

The proceedings of the Second Annual National Conference on Child Abuse and Neglect (1977) are presented. The first section contains discussions of the following delivery system-related topics: community resource development (planning community protective services, mobilizing communities, maximizing educational resources, approaching families-at-risk, starting local child abuse programs, family advocates, child abuse training); comprehensive services to families (model for family support system development, comprehensive emergency services, child abuse treatment, mechanisms for and effectiveness of intervention, crisis nurserys, foster care); services to special populations (multiproblem families, high-risk families, mentally retarded parents, child advocacy in the military, rural programs, urban programs); alternative approaches (lay therapy, the self-help movement); and management and staff development (case management evaluation, child abuse hotlines, case worker training, interview training, emotional involvement, the battered worker syndrome, mental health professionals). Part 2 deals with intervention strategies in the areas of client assessment (differentiating abusing and neglecting parents, predicting child abuse and neglect, assessing marital adjustment of abusive parents, assessing clinical screening instruments, assessing impulse control, identifying signals of stress in high-risk families) and treatment (medical role, a family systems approach, a counseling approach, a developmental approach, group therapy, treatment programs, student nurse home intervention programs, family resource centers). Appended is a list of the 154 contributing authors. (DB)

ED 165 353 EC 112 802

Stedman, Donald J. Wiegerink, Ronald

Futures of Service Delivery Systems for Handicapped Individuals. No. 12.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-Aug 78

Note-13p.; DD Themes and Issues: A Series of Topical Papers on Developmental Disabilities

Available from-DD/TAS, Region IV, Suite 300 NCNB Plaza, Chapel Hill, North Carolina 27514 ($0.75)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Agencies (Public), *Delivery Systems, Financial Support, Government Role, *Handicapped Children, Human Resources, Program Evaluation, *Program Planning, Public Education, *Special Services, Trend Analysis

Seventeen issues relating to service delivery systems for the handicapped are discussed, including the following: integration of human service systems; meshing of planning, service, research, and training; installing a monitoring, evaluation, and feedback activity into the planning process; evaluating public education programs; coordinating government branches; applying technology to the problems of the handicapped; back-up support systems for services; and the relationship between public education agencies and human resources. Recommended are six new direction suggestions, including decentralizing policy development and program evaluation processes and creating a preventive services program and a comprehensive data base of information. (BD)

ED 165 354 EC 112 817

Shiman, David, Ed. And Others

Conference Proceedings of the 1977 University of Vermont Summer Institute on a Free Appropriate Public Education for All.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.; Vermont Univ., Burlington.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Note-103p.

Available from-College of Education and Social Services, University of Vermont, 307 Waterman Building, Burlington, Vermont 05401 ($2.00 each, $20.00 per dozen)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attitudes, Conference Reports, Delivery Systems, Due Process, *Handicapped Children, Identification, Legislation, Parent Attitudes, *Special Education, Teacher Education, Test Bias

Identifiers-*Education for All Handicapped Children Act, *Vermont

The report contains papers presented at a University of Vermont conference on the implementation of the Education for All Handicapped Children Act (P.L. 94-142), entitled A Free Appropriate Public Education for All.'' Titles and authors include The Legislative Intent'' (R. Stafford), Perspectives From the Bureau of Education of the Handicapped'' (E. Martin), The Legal Mandate Due Process for Handicapped Children'', (N. Mickenberg), A Professional Becomes a Parent The Other Side of the Coin'' (A. Turnbull), Teachers and P.L. 94-142'' (F. Andelman), Creating Delivery Systems for Training'' (W. Smith), Vermont's Commitment'' (R. Snelling), Sharing and Learning New Skills and Attitudes'' (C. Leean, J. Witham'', and Testing for Differences None of the Above''. (M. Haberman). (DLS)

ED 165 355 EC 112 823

Learn. A Compensatory Education Report. Annual Evaluation Report and Program Evaluation.

California State Dept. of Health, Sacramento.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Biculturalism, *Compensatory Education, *Day Care Services, Developmental Disabilities, Emotionally Disturbed, Federal Legislation, *Handicapped Children, *Hospitals, Language Instruction, Mathematics Instruction, Mentally Handicapped, *Program Descriptions, Reading Instruction, Staff Improvement, State Programs

Identifiers-*California, Elementary and Secondary Education Act (Title I)

Produced by the California State Department of Health, the report provides information on compensatory education projects for handicapped children in state institutions, funded by the Elementary and Secondary Education Act, Title I, as amended by P.L. 89-313. Programs providing developmental services to developmentally disabled, mentally handicapped, and emotionally disturbed children in 11 state hospitals and 6 community day care projects are covered. Components of hospital projects described include reading, language, mathematics, multicultural, and staff development; those of day care centers described are limited to language development, multicultural, and staff development. (DLS)

ED 165 356 EC 112 825

Karchmer, Michael A. And Others

Early Manual Communication, Parental Hearing Status, and the Academic Achievement of Deaf Students.

Pub Date-Mar 78
Note-23p.; Paper presented at the American Education Research Association Annual Meeting (Toronto, Ontario, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, *Aurally Handicapped, Communication (Thought Transfer), Deaf, Demography, Interpersonal Competence, *Manual Communication, *Parent Child Relationship, *Parent Influence, Social Adjustment

The paper describes some of the major demographic differences between hearing impaired students with normal-hearing parents and those with hearing-impaired parents, based on Office of Demographic Studies data, and attempts to illustrate the complex interaction involved between these variables, academic achievement, and early parent-child communication methods (i.e., manual or verbal). The authors, while not denying the data showing the superiority of deaf students with deaf parents on various measures of academic and social adjustments, nevertheless contend that when comparing students according to parental hearing status, to infer that such differences are due to communication history alone overlooks many educationally and personally significant variables that should be considered. (Author/DLS)

ED 165 357 EC 112 826

Cober, John G.
An Analysis of Intermediated Unit Services 1975-76 1976-77. Addendum.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date-Apr 78
Note-66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Cooperative Programs, *Educational Resources, *Expenditures, *Handicapped Children, *Intermediate Administrative Units, Regional Programs, Reports, Special Education, State School District Relationship
Identifiers-*Pennsylvania

The report, most of which consists of graphs, charts, and tables, compares the services, resources, and expensitures for the school years 1975-76 and 1976-77 of intermediate units providing special education services for handicapped children in the State of Pennsylvania. Included are such things as listings of the different types of programs each unit provides, tables with the number of programs each unit offers, and charts displaying each unit's income by source for both school years. (DLS)

ED 165 358 EC 112 827

Orloff, Jeffrey H., Ed.
Realizing Their Potential.
Pub Date-Mar 78
Note-148p.; Proceedings of the Northern Virginia Council for Gifted/Talented Education (3rd, Manassas, Virginia, March 3-4, 1978)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Academic Achievement, Conference Reports, Counseling, *Gifted, Mainstreaming, Measurement Techniques, Middle Schools, Motivation Techniques, Program Development, Program Evaluation, Talent Development, *Talented Students, Talent Identification

The report contains the proceedings of the Third Annual Northern Virginia Conference on Gifted/Talented Education. Titles and authors of papers presented include Realizing Your Potential'' (H. Lyon), Developing the Gifts of All Children'' (W. Barbe), What is Leadership Training for the Gifted?'' (D. Sisk), Theoretic Foundations of Differential Education for the Gifted'' (V. Ward and others), Developing Defensible Programs for the Gifted and Talented'' (J. Renzulli, L. Smith), Counseling the Gifted An Interpersonal Relations Approach'' (S. Allan), Measuring the Progress and Achievement of the Gifted Child'' (C. Callahan), Simulations Bringing Real Life to the Classroom'' (M. Boss), Project IMPROVE A System for Identifying Gifted and Talented Students'' (J. Renzulli), Adding a Gifted and Talented Program Working Out the Change Process'' (S. Engel), Future Studies Exploring and Creating'' (A. Washington), Evaluating Programs for the Gifted Some Problems and Procedures'' (J. Renzulli, L. Smith), Middle School Centers for the Gifted/Talented A Place to Be (E. Pelfrey, T. Camden), Choices for Children The Gifted Child in the Regular Classroom'' (R. Cramer), Motivating the Gifted to Want to Learn'' (M. Rourke), and Evaluating Values Clarification (H. Jellen). (DLS)

ED 165 359 EC 112 828

Bikson, T. K. And Others

Interactive Classroom Television Systems: Educational Impact on Partially Sighted Students.

Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-5933
Pub Date-Feb 78
Note-94p.; Photographs may not reproduce clearly
Available from-Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, Attitudes, *Audiovisual Aids, *Classroom Communication, *Closed Circuit Television, Elementary Education, *Low Vision Aids, Memory, *Partially Sighted, Perceptual Motor Coordination, Program Evaluation, Self Concept, Visually Handicapped, Visual Perception
Identifiers-*California (Los Angeles County), *Interactive Classroom Television System

The report presents the results of an evaluation of the educational impact in two Los Angeles County, California, elementary schools, of Interactive Classroom Television Systems (ICTSs closed circuit systems that permit continuous two-way visual communication between teachers and partially sighted students and enable such students to make the fullest possible use of their residual vision). The two ICTS sites and their participants are described, along with the project's evaluation design, the kinds of assessments employed, and the data collection schedule. In general, assessment of project outcomes over two years suggested that ICTS have a strong positive impact on the educational experiences of partially sighted elementary school students in the three areas evaluated: academic achievement, visually dependent skills (visual motor integration and visual sequential memory) and psychosocial mediators of school success (attitudes toward academic evaluation, toward peers, and toward self). (DLS)

ED 165 360 EC 112 829

Dolan, Frank A. Dolan, Evelyn Aronow

The Implications of Section 504 of the Rehabilitation Act of 1973 on Health, Education and Social Service Providers in New Jersey.

Governor's Committee on Employment of the Handicapped, Trenton, N.J.

Pub Date-Jun 78

Note-258p.

Available from-Evelyn Aronow Dolan, Executive Director, Governor's Committee on Employment of the Handicapped, Labor and Industry Building, Room 1005, Trenton, New Jersey 08625 ($4.00)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-Access to Education, Architectural Barriers, Building Design, Employment Practices, Evaluation Methods, *Federal Legislation, *Handicapped, *Health Services, *Social Services, *Special Education, State Programs

Identifiers-*New Jersey, *Rehabilitation Act 1973 (Section 504)

The book discusses the implications of Section 504 of the Rehabilitation Act of 1973 on providers of health, education, and social services for the handicapped in the state of New Jersey. Among the aspects covered are a general overview; general provisions of Section 504; program accessibility; building codes; a model transition plan; employment practices; preschool, elementary, and secondary education; postsecondary education; health, welfare, and social service providers; special populations (including alcohol and drug addicts, epileptics, blind, deaf, and mentally handicapped); self-evaluation procedures; and enforcement. (DLS)

ED 165 361 EC 112 857

An Introduction to Individualized Education Program Plans in Pennsylvania: Guidelines for School Age IEP Development. Revised. January 1978.

Eastern Pennsylvania Regional Resources Center for Special Education, King of Prussia.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 78

Contract-OEC-0-74-7892

Note-143p.; Some pages may not reproduce clearly due to colored background

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Gifted, *Handicapped Children, *Individualized Programs, Program Planning, State Curriculum Guides, *State Programs, *Talented Students

Identifiers-*Pennsylvania

The guide, most of which consists of appendixes, forms, and formats, is an introduction to the process of developing individualized education programs (IEPs) for handicapped, gifted, and talented children in the state of Pennsylvania. Instructional components of the IEP are discussed in terms of annual goals, short-term objectives, and determining present educational levels. Some special considerations in IEP plan preparation are reviewed. Procedures for determining educational assignments and developing IEP plans are presented. Among the eight formats and forms provided are a request for permission to evaluate, a due process notice, and a pre-hearing conference response. Sample IEP plans, a bibliography of instructional objective sources, and quidelines for the preparation of teacher-written objectives are appended. (DLS)

ED 165 362 EC 112 859

Gordon, James S.
Caring for Youth: Essays on Alternative Services.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-DHEW-ADM-78-557
Pub Date-78
Note-146p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00759-5)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Adolescents, Community Services, Counseling Services, *Emotionally Disturbed, Foster Homes, *Mental Health, Mental Health Clinics, *Psychiatric Services, Residential Centers, *Runaways
Identifiers-Alternative Services

The book is a collection of 10 essays written by the author on the subject of alternative mental health services for youth and adolescents. Aspects covered include alternative services and the mental health professional, runaways and runaway centers, long-term residences, and the present and future of alternative services. Titles presented include Coming Together Consultation With Young People,'' The Washington, D.C., Runaway House,'' Working With Runaways and Their Families How the SAJA Community Does It,'' Runaways Changing Perspectives and New Challenges,'' The Runaway Center as Community Mental Health Center,'' Alternative Group Foster Homes A New Place for Young People to Live,'' The Group Foster Home An Alternative to Mental Hospitalization for Adolescents,'' Youth Helping Youth,'' Alternatives in Transition,'' and New Roads to Mental Health.'' (DLS)

ED 165 363 EC 112 879

Dolan, Frank A.

New Jersey Conference on Handicapped Individuals. Final Report.

Governor's Committee on Employment of the Handicapped, Trenton, N.J.
Pub Date-76
Note-18p.
Available from-Governor's Committee on Employment of the Handicapped, Department of Labor and Industry, John Fitch Plaza, Trenton, New Jersey 08625 (Single copies free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Architectural Barriers, Civil Rights, Conference Reports, Cultural Activities, *Discriminatory Attitudes (Social), *Economic Factors, *Educational Opportunities, Emotional Adjustment, Employment, *Handicapped Children, Health Needs, Housing Opportunities, *Medical Treatment, Multiply Handicapped, Recreational Programs, Research Needs, Transportation
Identifiers-New Jersey Conferences on Handicapped Individuals

Conference reports and topics of discussion from a series of seven New Jersey Conferences on Handicapped Individuals during 1976 are summarized. Eighty-five of the most significant recommendations from the conferences are presented, arranged by the following 15 subject areas: health research and treatment; recreational and cultural development; architectural accessibility; transportation accessibility; communication barriers; attitudinal barriers; psychological adjustment; economic concerns (employment, economic opportunity, economic security); educational concerns; special concerns (problems of the severely or multiply handicapped, community and residential based housing); civil rights of the handicapped; and unique problems. Appended is a list of delegates and alternates to the White House Conference on Handicapped Individuals. (BD)

ED 165 364 EC 112 897

Tucker, Dorothy

A Guide to Teaching for Developmentally Disabled Children. Report Number 8171.

Massachusetts State Dept. of Mental Health, Boston.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Note-55p.; Not available in hard copy due to marginal legibility of some parts

Available from-Massachusetts Department of Mental Health, Institute for Education Services, Inc., Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts 01824

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Classroom Environment, *Cognitive Development, *Communication Skills, Community Resources, Creative Activities, Early Childhood Education, Environmental Criteria, Environmental Influences, Language Skills, *Mentally Handicapped, Motor Development, *Program Design, Program Evaluation, Program Planning, *Student Evaluation, Teacher Responsibility, Teaching Guides, *Teaching Methods

The guide is intended to help teachers teach mentally handicapped children who have been mainstreamed into preschool, nursery school, or first grade public school classes. Part 1 answers frequently asked questions regarding the definition of mental retardation, realistic expectations, emotional needs, discipline, and teaching approaches. Part 2 deals with program planning, design, and evaluation. Student evaluation topics include sensory awareness, motor coordination, use of materials, sustained play, language, accumulative knowledge, frustration tolerance, initiative, interpersonal relationships, imagination, and creativity. Environmental evaluation topics (on the three levels of safety and comfort, emotional support, and the program) include elements of space-time identity, articulation, transistion, scale, community vs. isolation, privacy, territoriality, and character. Suggestions are made for evaluating materials and for beginning procedures. Part 3 focuses on implementing the program and includes descriptions of first steps toward competency (developing a self image and personal and social skills); language and communication skills (developing sensory discrimination); creative activities (music, art, and creative movement); motor development (toys and equipment, muscle development); and utilization of community helpers as resources. (BD)

ED 165 365 EC 112 898

Noble, Susan

A Guide to Swimming Instruction for Developmentally Disabled Children. Report Number 8168.

Massachusetts State Dept. of Mental Health, Boston.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Note-121p.; Not available in hard copy due to marginal legibility of some parts

Available from-Massachusetts Department of Mental Health, Institute for Educational Services, Inc., Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts 01824

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Athletics, *Developmental Disabilities, *Physical Activities, *Program Planning, Recreational Facilities, *Swimming, Swimming Pools, *Teaching Guides, *Teaching Techniques

The swimming instruction guide presents teaching techniques and skill progressions for developmentally disabled individuals and includes program development and administrative guidelines. Part 1 discusses swimming and developmentally disabled children, program planning and preparation elements (including pool, scheduling, staff, parents, transportation, orientation, flotation devices), and answers frequently asked questions. Part 2 describes 18 swimming activities, including adjustment to water, breath control, basic kicking and armstroke skills, jumping, floating, turning over, changing direction, and personal safety. The eight appendixes include a swimming release form, information sheet, progress chart, teaching suggestions for volunteers, bath-time activities for children, and a bibliography and index. (BD)

ED 165 366 EC 112 899

Let's-Play-to-Grow: For Families, for Schools, for Communities. Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date-77

Note-105p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adapted Physical Education, Curriculum Guides, Dance, Emotionally Disturbed, *Handicapped Children, Mentally Handicapped, Outdoor Education, *Physical Activities, Physically Handicapped, *Physical Recreation Programs, Running, Soccer, Softball, Swimming, *Teaching Guides, Volleyball

Presented is a curriculum of play and recreation activity adapted to the needs of parents and teachers of physically, mentally, and emotionally handicapped children. The kit of materials includes a teachers' manual and 12 play guides that outline the teaching of the following physical activities: rhythm, movement and dance; seeing and creating; walking, running, jumping, and ropes; hiking, camping and picnics; water activities; ball skills; bowling; volleyball; basketball; soccer and kickball; softball. There are also guides to physical activity for the very young or severely handicapped child. A bibliography of resource materials is included with each guide. The kit also includes a self-contained incentive and award chart. (BD)

ED 165 367 EC 112 900

Moore, Caroline, Ed. Piercy, David R., Ed.

The Third Annual Learning Resources Conference Proceedings.

Oregon Univ., Eugene. Northwest Learning Resources System.; Oregon Univ., Eugene. Northwest Regional Resource Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-300-75-0043; OEC-0-74-7891

Note-222p.; Learning Resources Conference Proceedings (3rd, Seattle, Washington, December 8-10, 1976)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Ancillary Services, Architectural Barriers, *Child Advocacy, Class Management, Conference Reports, *Delivery Systems, Individualized Programs, *Instructional Materials, Intervention, *Legal Problems, Medical Treatment, Parent Participation, *Program Evaluation, Resource Guides, Resource Materials, *Severely Handicapped, *Special Services, *Teacher Education, Teacher Workshops, *Technical Assistance

Presented are the proceedings of the Third Annual Learning Resources Conference which deal with current directions in educational services for the severely handicapped. The papers are divided into three topical areas, the authors' names and addresses are supplied, and support material relating to some of the papers and a resource guide are provided. The first section contains two addresses (Legal Considerations in the Delivery of Services to the Severely Handicapped'' by W. Dussault, and LRCs as Advocates for Programs and Services for the Severely Handicapped'' by J. Crosson) and documents concurrent sessions dealing with least restrictive educational alternatives for the severely/profoundly handicapped, architectural barriers, community models, family direction services, and parental involvement. Section 2 contains the address The Programming of Materials for the Severely Handicapped'' (by A. Hofmeister) and documents concurrent sessions on individualized educational programs, assessment, medical conditions, classroom management, adaptive equipment, ancillary services, and early intervention. The third section deals with Training and Technical Assistance as Functions of Learning Resource Systems Serving the Severely Handicapped'' (by W. Lance) and documents concurrent sessions on personnel preparation, workshops, models for technical assistance, evaluation of the training and technical assistance, role of training institutes, training packets, and integration of severely multiply handicapped students. (BD)

ED 165 368 EC 112 201

Brolin, Donn E. And Others

Trainer's Guide to Life Centered Career Education.

Council for Exceptional Children, Reston, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-OEG-0-74-2789

Note-270p.

Available from-The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($35.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrator Guides, *Career Education, Community Involvement, *Evaluation Methods, *Handicapped Students, Parent Education, *Program Development, Program Evaluation, *Program Planning, Secondary Education, Student Evaluation, Teacher Education, Teacher Evaluation, *Workshops

Intended for administrators, the guide provides directions and materials for a series of workshops aimed at creating a team of people including educators, parents, and community workers, who can develop and monitor a career education program for handicapped students in secondary schools. The first of five sections gives an overview of the program components such as the workshop objectives and other preparatory and operational considerations. Chapter 2, on personnel responsibilities, contains information needed by personnel to become effective group facilitators, presentors, leaders, and participants in their specific workshop roles. A third chapter explains how a career education plan can be developed and implemented in secondary schools. Provided in Chapter 4 are specific procedures and measures related to conducting a needs assessment study, evaluating workshop effectiveness, and evaluating student competency attainment. A final chapter, which makes up the bulk of the document, outlines the content of each of 20 sessions with information on goals, objectives, activities, preparation, special considerations, and role of the trainer. Workshop topics include instructional strategies, community resources, the individualized education program, and student assessment. Appended are copies of baseline instruments, transaction instruments, outcome instruments, and an example of a career education plan. (SBH)

ED 165 369 EC 112 961

Clay, James E.

Similarities in the Education for All Handicapped Children Act of 1975 and the Vocational Rehabilitation Act of 1973.

Pub Date- 77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Federal Legislation, *Handicapped, Individualized Programs, Parent Participation, Severely Handicapped, Student Evaluation
Identifiers-*Education for All Handicapped Children Act, *Vocational Rehabilitation Act 1973

The document focuses on five similarities that exist between the Vocational Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975. Explored are establishment of the severely handicapped as a priority, individualized written programs, client and/or parental involvement, required annual evaluation, and assessment and evaluation. (SBH)

The Right to Education: Where Are We and How Did We Get Here? Book 1. The Parent/Professional Partnership.

National Association for Retarded Citizens, Arlington, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-G007501215
Note-26p.; Series developed as part of the NARC Project "Training to Facilitate the Education of the Severely Handicapped"; For related information see EC 112 964-965
Available from-National Association for Retarded Citizens, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas 76011
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Civil Liberties, *Custodial Mentally Handicapped, *Educational Administration, Elementary Secondary Education, Equal Education, *Financial Support, Historical Reviews, Mentally Handicapped, Parent Role, Public Schools, *Student Rights, *Trainable Mentally Handicapped

The first of a series of three books written for parents, professionals, and others involved in educating severely and profoundly retarded children provides a brief history of the right to education movement and general information about administration and financing of public schools. Chapter 1 traces the right to education movement from the early 1800s to the present. Chapter 2, on the public schools, includes sections on the local school and school district, the state education agency, the federal government's role in education, university teacher training programs and the educational system, and the role of teacher unions. (SBH)

Classroom Programming: What Should Be Taught? Book 2. The Parent/Professional Partnership.

National Association for Retarded Citizens, Arlington, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-G007501215
Note-57p.; Series developed as part of the NARC Project ``Training to Facilitate the Education of the Severely Handicapped''; For related information see EC 112 963-965
Available from-National Association for Retarded Citizens, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas 76011
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum Design, *Custodial Mentally Handicapped, Due Process, *Educational Programs, Elementary Secondary Education, Identification, Individualized Programs, Mentally Handicapped, Parent Role, *Public Schools, *Residential Schools, Student Placement, *Trainable Mentally Handicapped

The second of three books written for parents, professionals, and others involved in educating severely and profoundly retarded children offers detailed information regarding educational programing in the public schools. Two chapters on the public schools and one chapter on residential institutions contain sections which address the following topics: child find systems; evaluation, classification, and placement decisions; due process; modification of school services; setting life-long goals; curriculum; the individual educational plan; effective teaching methods; monitoring and recording student progress; basic components of a public school parent training program; placement, educational programing, professional staff, and parent involvement in residential institutions; and effects of the Education for All Handicapped Children Act on school programs within residential facilities. (SBH)

ED 165 372 EC 112 965

The Partnership: How to Make It Work. Book 3. The Parent/Professional Partnership.

National Association for Retarded Citizens, Arlington, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-G007501215
Note-18p.; Series developed as part of the NARC Project ''Training to Facilitate the Education of the Severely Handicapped''; For related information, see EC 112 963-964
Available from-National Association for Retarded Citizens, 2709 Avenue E East, P.O. Box 6109, Arlington, Texas 76011
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cooperation, *Custodial Mentally Handicapped, Elementary Secondary Education, Mentally Handicapped, Parent Attitudes, *Parent Role, *Professional Personnel, *Trainable Mentally Handicapped

Written for parents, professionals, and others involved in educating severely and profoundly retarded children, the last of a series of three books presents some obstacles to productive parent/professional partnerships, and offers suggestions for establishing cooperative working relationships. Sections address topics which include professional mishandling of parents, parental mishandling of professionals, and parental reactions to mental retardation. (SBH)

ED 165 373 EC 112 987

Kaplan, George R.

The Vital Link: Paraprofessionals and the Education of Handicapped Children.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-CASE-28-78

Pub Date- 78

Grant-G007601963

Note-55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Handicapped Children, *Paraprofessional School Personnel, *Special Education, *Teacher Aides

The book presents sketches of paraprofessionals who work in the field of special education with handicapped children in various schools around the country. The functions and value of these paraprofessionals are described, along with brief case profiles. (DLS)

ED 165 374 EC 112 988

McNett, Ian E.

I Don't Consider Myself Handicapped''. Profiles of Adults in Special Education.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-CASE-29-78
Grant-G007601963
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Case Studies, *Employment Potential, *Handicapped, *School Personnel, *Special Education, *Vocational Adjustment
Identifiers-*Personal Experiences

The book reports on a study of 65 handicapped adults working in special education programs and includes case studies. Positions occupied by these handicapped adults include aides, teachers, administrators, speech therapists, psychologists, and guidance counselors; their handicaps include blindness, cerebral palsy, deafness, and dwarfism. The advantages to hiring such people to work in special education are pointed out, and the ways they overcome obstacles in their work are illustrated. (DLS)

ED 165 375 EC 112 989

Frank, Steven A., Comp.

List of Available Periodicals Related to Deafness.

Gallaudet Coll., Washington, D.C.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-78

Note-60p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Aurally Handicapped, *Bibliographies, *Deaf, *Periodicals

The bibliography lists approximately 400 foreign and U.S. periodicals related to deafness. The listing is arranged alphabetically by title and includes the publisher's address, frequency of publication, and subscription rate. Also provided is an index of organizations having to do with deafness, cross-referenced to page numbers on which their journals appear. (DLS)

ED 165 376 EC 112 990

Rawlings, Brenda W. Rubin, Frank S.

A Survey of Media Equipment Available in Special Education Programs for Hearing Impaired Students, 1977-78. Special Report from the Office of Demographic Studies, Gallaudet College, Series C No. 3.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 78

Note-50p.

Available from-Gallaudet College Book Store, Washington, D.C. 20002 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Audio Equipment, *Aurally Handicapped, Display Systems, *Educational Equipment, Electronic Equipment, *Instructional Media, Photographic Equipment, Projection Equipment, School Surveys

The Office of Demographic Studies report contains descriptive information regarding the availability of media equipment in special education programs serving hearing impaired students in the United States. The data are presented in tabular format for four categories of special education programs: residential schools, day schools, full-time special education classes, and part-time special education classes or other services. Over 60 different media equipment items are described in terms of their availability or non-availability, including audio devices, graphics and reproduction devices, electronic display devices, photographic devices, projected and magnified display devices, and other equipment and devices. (Author/DLS)

ED 165 377 EC 112 991

Jensema, Carl J. Trybus, Raymond J.

Communication Patterns and Educational Achievement of Hearing Impaired Students. Series T2. Data from the National Achievement Test Standardization Program for Hearing Impaired Students.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Aug 78

Note-46p.; Not available in hard copy due to colored background

Available from-Gallaudet College Book Store, Washington, D.C. 20002 ($1.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, *Aurally Handicapped, Elementary Secondary Education, *Manual Communication, Mathematics, National Surveys, *Oral Communication Method, Reading Comprehension, Student Characteristics, Vocabulary

Identifiers-*Office of Demographic Studies

The report presents the results of an Office of Demographic Studies study of the communication patterns of a national sample of 657 hearing impaired children. The extent to which various modes of communication (such as manual or oral) are used with hearing impaired children is examined, and the relationships between communication patterns and a variety of educationally significant personal and background characteristics of the children are investigated. The relationship between communication patterns and school achievement test scores in vocabulary, reading comprehension, mathematics concepts, and mathematics computation are also examined. Appendixes contain copies of the data collection instruments, a list of the schools and districts which participated in the project, and an examination of the characteristics of the Ss as compared to a larger national sample from which they were drawn. (Author/DLS)

Resources for Use with the Hearing Impaired. Parts I, II, and III.
Eastern Pennsylvania Regional Resources Center for Special Education, King of Prussia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-86p.; Not available in hard copy due to marginal legibility of some parts
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agencies, *Aurally Handicapped, Catalogs, Directories, Educational Equipment, Equipment, *Instructional Materials, Mathematics, Motor Development, *National Organizations, Parents, Professional Personnel, Sciences, Social Studies, Teachers
Identifiers-Pennsylvania Materials Center for Hearing Impaired, Regional Resource Center

The three part catalog describes instructional materials and equipment available from either the Pennsylvania Materials Center for the Hearing Impaired (PMCHI) or the Regional Resource Center (RRC) and lists information and agency resources for educators of the hearing impaired. Part I includes information on instructional materials (in the areas of language arts, sensory motor, social studies, mathematics, science, and professional/parent) and equipment which are available from PMCHI. Part II contains information on instructional materials (in the areas of language arts, social studies, mathematics, and professional/ parent) which are available from the RRC. Part III is a directory of resources and organizations serving the hearing impaired and their families and includes lists of national and local service organizations, national religious and sports organizations, national organizations for professionals, as well as a list of children's materials portraying the hearing impaired, and a list of books and periodicals all of which are available from the RRC. (PHR)

ED 165 379 EC 112 995

Timberlake, Elizabeth M.
After Abuse: Child Coping Patterns and Social Work Intervention.
Pub Date-76
Note-22p.; Published in Social Thought; v4 n2 Spring 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, *Aggression, *Anti Social Behavior, *Behavior Development, *Child Abuse, Depression (Psychology, *Foster Children, *Individual Characteristics, Primary Education,

Psychological Patterns, Rejection, Self Concept, Stress Variables, Verbal Communication

The hypothesis that abused children develop a life style of overt expression of aggression and depression was examined in a study of 56 physically abused first grade children who were placed in foster care due to parental physical abuse. As no test instrument existed, the Childhood Social Functioning Inventory was developed, pretested, and used to perform a multiple stepwise regression analysis of the association among overt aggressive behaviors, learned aggressive patterns of coping, depressive process, and social situation. Other factors considered included the child's behavior, verbal expression, stability of foster home placement, and academic performance. Among characteristics of the Ss were that 55% of the Ss were repeating first grade, all had fractures within the previous 4 years, and 53% were described as coming from middle class homes. Among findings was that the Ss coped with stress in school situations as their parents had coped with stress with them. This self defeating behavior served to further support Ss' already low self image. The Ss responded to parental figures (teachers and foster mothers) with a pattern of simultaneous aggression and depression because of earlier experiences of rejection, thus setting in motion a new pattern for rejection by parental love objects. (PHR)

ED 165 380 EC 112 996

Soppitt-LeSure, Suzanne De Stefano, Charles T.
Description of the Bernice M. Wright Co-operative Preschool Program.
Spons Agency-Syracuse Univ., N.Y.
Pub Date-77
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Guides, Educational Objectives, Mainstreaming, *Nursery Schools, *Parent Participation, *Preschool Education, *Preschool Teachers
Identifiers-*Bernice Wright Cooperative Nursery School

The document details the organization of the Bernice M. Wright Co-Operative Nursery School (BWCSN). The co-op approach in a university setting is discussed. Staff organization and family membership are outlined. Four specific educational objectives are listed, as are the school's characteristics. The integration of handicapped children into the school is discussed, both in relation to the child and also to his/her parents. Appendixes include, in part, a description of the Developmental Therapy curriculum objectives. (PHR)

Southwest Regional Resource Center. Final Technical Report. June 1, 1974 Through September 30, 1977.

Southwest Regional Resource Center, Salt Lake City, Utah.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-30 Nov 77
Grant-OEG-0-74-7893
Note-57p.; Print is light and may not reproduce well in hard copy
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Conferences, *Exceptional Child Services, *Handicapped Children, *Instructional Materials Centers, Program Development, *Resource Centers, *Technical Reports, Workshops
Identifiers-*Southwest Regional Resource Center

The document presents the Southwest Regional Resource Center's (SRRC) final technical report on its major activities, products, and services for handicapped children from June 1, 1974, to September 30, 1977. The element summaries, which comprise the main text of the report, contain information on model development, regional task force work, direct appraisal programing services to children, sharing of resources with other regional resource centers and agencies, and the implementation of workshops and major conferences sponsored or co-sponsored by the SRRC. Not all activities nor all products are specifically mentioned, the intent being to summarize large areas of work to capture a broad picture of SRRC activities over the 3-year period. A supplemental materials index provides information on products from all regional resource centers, along with explanatory information. (Author/DLS)

ED 165 382 EC 112 998

Borman, Christopher And Others

A Unique Learning Opportunity for Gifted and Talented High School Seniors. Final Report on the Development of an Exemplary Career Education Model for the Gifted and Talented.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Grant-300-76-0282
Note-152p.
Available from-Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843 (No charge while the supply lasts)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Career Development, *Career Education, Career Exploration, *Gifted, Internship Programs, *Program Descriptions, Secondary Education, Senior High Schools, *Talented Students, Talent Identification
Identifiers-Education Amendments 1974

The report describes a career education program for 20 gifted and talented twelfth grade students which incorporated a guidance laboratory, use of university mentors in a student's chosen field, and an internship period. Detailed are participant characteristics, identification methods, and program evaluation findings. Changes made during the project are reviewed and dissemination activities discussed. Among 13 appendixes which comprise nearly one-half the report are sample project forms and a third party evaluation. (CL)

ED 165 383 EC 112 999

Borman, Christopher And Others

Career Education for Gifted and Talented Students: A Triadic Experiment in Education. Final Report. June 1978.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G0077C0045

Note-44p.; For the project Implementation Handbook, see EC113000 ; Not available in hard copy due to small print

Available from-Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843 (No charge while the supply lasts)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Education, *Gifted, Guidance, On the Job Training, *Program Descriptions, Senior High Schools, *Talented Students

Identifiers-*Texas

The final report, over half of which consists of appendixes, describes a three-phased career education program serving 40 gifted and talented Texas high school seniors, that combined guidance, mentoring, and on-the-job training. Phase I, Guidance Laboratory Experience, featured self-investigation and evaluation, career exploration, resource speakers, isolation of career areas, and mentorship interviews. In Phase II, Mentorship Laboratory Experience, students were placed in observer roles in specialized areas identified during Phase I. Phase III, Internship Laboratory Experience, placed the students in work experiences in the business sector. (Author/DLS)

ED 165 384 EC 113 000

Colson, Sharon And Others

Keeping a Sense of Direction in a Snowstorm.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Note-25p.; For the project Final Report, see EC 112 999 ; Not available in hard copy due to small print
Available from-Center for Career Development and Occupational Preparation, College of Education, Texas A & M University, College Station, Texas 77843 (No charge while the supply lasts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, *Gifted, *Program Descriptions, Senior High Schools, *Talented Students

The implementation handbook, over two-thirds of which is comprised of appendixes, describes a three-phased career education program in Texas involving 40 gifted and talented high school seniors. Phase I, the Guidance Laboratory Experience, features self-investigation and evaluation, career exploration, resource speakers, isolation of career areas, and mentorship interviews. In Phase II, Mentorship Laboratory Experience, students are placed in observer roles in specialized areas. Phase III, Internship Laboratory Experience, places the students in work experiences in the business sector. Included in the appendixes are various interview and rating forms used in the program, student data and screening criteria, a description of a multimedia career information kit, and several career scenarios. (DLS)

ED 165 385 EC 113 001

Federal Assistance for Programs Serving the Handicapped. Third Edition.

Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals.
Report No.-DHEW-OHDS-78-22001
Pub Date-78
Note-344p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($5.50, Stock No. 017-000-00215-5)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Federal Aid, Handicapped, *Handicapped Children, *Programs, Resource Guides, *State Federal Aid

The guide presents information on more than 200 federally assisted programs serving the handicapped. Information on uses and restrictions, types of assistance, eligibility requirements; application procedures, appropriations, program accomplishments, enabling legislation, and contact persons are listed for programs receiving four types of assistance: formula grants to states; project grants and contracts; direct payments, direct loans, and guaranteed or insured loans; and non-financial assistance. Material is indexed according to federal departments and agencies, subjects, and applicant eligibility. A listing of resources for funding information, a bibliography of funding publications, and addresses of state agencies serving the handicapped are appended. (CL)

ED 165 386 EC 113 251

Thompson, John L. And Others
School-Based Adolescent Groups: The Sail Model.
Hopkins Independent School District 274, Minn.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 78
Note-55p.
Available from-Mary J. Balfour, SAIL Coordinator, Project Sail, Lindbergh High School, 2400 Lindbergh Drive, Minnetonka, Minnesota 55343 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Emotionally Disturbed, Group Guidance, *Group Therapy, Intervention, *Program Descriptions, Public Schools, *School Involvement, Secondary Education
Identifiers-*Minnesota, *Project SAIL

The manual outlines the processes, policies, and actual program implementation of one component of a Minnesota program for emotionally disturbed adolescents (Project SAIL): the development of school-based therapy/intervention groups. The characteristics of SAIL students are described, and some considerations involved in providing group services within a public school setting are presented. The underlying beliefs and values of the SAIL groups are discussed, along with their composition, structure, and leadership. The five stages of group development (trust building, cohesiveness, power, intimacy, and termination) are outlined, and specific examples of characteristic behavior at each stage are presented along with strategies and activities that have been used by staff to facilitate the various stages. Some negative group situations and outcomes are also described. (DLS)

ED 165 387 EC 113 252

Schwartz, Barbara Ezrachi, Ora
Pilot Study of the Efficacy of Mainstreaming-Integrating Handicapped Children. Final Report.
New York Univ., N.Y. Medical Center.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-90-C-921(02)
Note-277p.; Document will not reproduce well in hard copy
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Patterns, Exceptional Child Research, *Handicapped Children, *Interaction, *Mainstreaming, Observation, *Parent Attitudes, Preschool Education, Program Descriptions, *Teacher Attitudes

The report documents goals and activities of a 2-year project to study the effects of mainstreaming on the preschool child. The first year is said to have been concerned with the development of an observational and coding system for measuring the students' interaction, while the second involved validation of the system. Detailed data on student patterns resulting from mainstreamed placements are provided. Results of parent attitude questionnaires and interviews are discussed, as are results from 23 Head Start staff members. Nearly half the document is composed of five appendixes, including observational and coding guidelines. (CL)

ED 165 388 EC 113 254

Kosko, Ken, Ed. And Others
Teaching Children Who Learn Differently. A Course Designed for the Regular Classroom Teacher in Diagnosing and Prescribing for the Learning Disabled Child.
Oregon Coll. of Education, Monmouth.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Note-321p.
Available from-Oregon College of Education Book Store, 345 North Monmouth Avenue, Monmouth, Oregon 97361 ($10.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Arithmetic, Auditory Perception, Classroom Observation Techniques, *Diagnostic Teaching, Educational Diagnosis, Evaluation Methods, Individualized Programs, Inservice Teacher Education, *Learning Disabilities, Learning Modalities, *Mainstreaming, Parent Participation, Psychological Evaluation, Reading, Referral, Spelling, *Student Evaluation, Teaching Methods, Visual Perception

Intended as a text to supplement inservice training for regular class teachers, the manual presents information on diagnostic-prescriptive teaching with mainstreamed learning disabled students. Ten sections focus on the following diagnostic aspects: referral, parent involvement, case history collection, assessment of academic abilities and disabilities, observation of learning modalities, auditory perception and language factors in learning, visual perception, psychological assessment, data analysis, and situational analysis. The final five chapters discuss delivering services (including preparing an individualized education program and selecting materials to fit the learning style), and strategies for teaching arithmetic, spelling, and reading. (CL)

ED 165 389 EC 113 313

White House Conference Follow-up: Special Issue.

Office of Human Development (DHEW), Washington, D.C.

Report No.-DHEW-OHD-78-22000

Pub Date-78

Note-28p.

Available from-Programs for the Handicapped, Office for Handicapped Individuals, 338D Hubert H. Humphrey Building, 200 Independence Avenue, S.W., Washington, D.C. 20201

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administration, Architectural Barriers, Conference Reports, *Federal Government, *Federal Programs, *Handicapped, *Handicapped Children, Legislation

Identifiers-*White House Conference on Handicapped Individuals

The booklet lists administrative and legislative recommendations from the White House Conference on Handicapped Individuals. Suggestions are made for such priority action items as consumer involvement in planning and decision making, establishment of a federal programs coordinating center, and enactment of a comprehensive national health insurance program. Also addressed are the following topics: future plans of the Rehabilitation Services Administration; White House initiatives; state activities in such areas as legislation, architectural barriers, and public attitudes; plans for a White House Conference on library and information services; support for the transbus, an accessible bus; and teletype systems installed in the Office for Civil Rights of the Department of Health, Education, and Welfare. (CL)

ED 165 390 EC 113 314

Litzenberger, Jerry P.
Increasing Elementary Students' Assignment Completion: A Data Based Method for Mainstreaming.
Pub Date- 78
Note-22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Assignments, Data Collection, *Elementary Education, *Identification, *Low Achievers, *Mainstreaming, Reinforcement

A data based method for mainstreaming involving 120 elementary students (grades 1 through 5) enrolled in a resource room was utilized. Ss were monitored to find the percent of assignments they were completing in their regular classroom, and to determine the feasibility of using this data base to identify students who were not achieving, and to determine the effectiveness of an intervention procedure combining self-instruction with extrinsic reinforcement. Data was collected in three measurement conditions (baseline, intervention, and end of year check) for 12 students identified as needing extra help as an evaluation program. Six of the Ss exceeded the level of assignment completion necessary. (Author/BD)

ED 165 391 EC 113 315

Wentling, Tim L. And Others

Inservice for Vocational Instructors in Serving Special Needs Students. Final Report.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Grant-G05-76-00081
Note-110p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Handicapped Children, *Inservice Teacher Education, Program Descriptions, Program Evaluation, *Vocational Education, *Vocational Education Teachers
Identifiers-Final Reports

The final report documents goals and activities of a 1-year project to evaluate, refine, and disseminate an inservice education plan to help vocational instructors better serve special needs students. Five objectives (including formative evaluation of an inservice course through student feedback and achievement data) are listed, and five major products (including an overview of the inservice course and a description of the teacher educator workshop) are identified. Nearly one-half of the report consists of nine appendixes, including student opinion survey results and reponses to the student evaluation form. (CL)

ED 165 392 EC 113 316

Siegel, Jerome M.

Child Outpatient Discharges, 1975-1976: Description of the Sample.

Pub Date-Nov 77

Note-12p.; Paper presented at the American Association of Psychiatric Services for Children (Washington, D.C., November, 1977); For related information, see EC 113 317-318

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Emotionally Disturbed, Exceptional Child Research, *Mental Health Clinics, Personal Adjustment, *Psychotherapy, Success Factors

Identifiers-*Discharge (From Treatment)

A summary of child outpatient discharges from a mental health center over a 1-year period is given in terms of four classes of variables: client (age, diagnosis, impairment level), treatment time (length of stay, number of sessions, density of treatment), process (principal therapist by discipline, broken or cancelled scheduled appointments), and discharge (reason and need for further treatment). (CL)

Shure, Myrna B.

Model for Study of Client and Treatment Process in a Community Mental Health Center.

Pub Date-Nov 77

Note-7p.; Paper presented at the American Association of Psychiatric Services for Children (Washington, D.C., November, 1977); For related information, see EC 113 316-318

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Emotionally Disturbed, Exceptional Child Research, *Mental Health Clinics, Personal Adjustment, *Psychotherapy, Success Factors

Identifiers-*Discharge (From Treatment)

The paper reviews client and therapist attributes, treatment factors, and circumstances surrounding discharge from a community mental health center. Among findings cited are that degree of illness at the start of treatment was not a factor in how often appointments were missed; and that for those children judged to need further treatment, termination was most likely to be a family's decision and least likely a mutual one. (CL)

ED 165 394 EC 113 318

Sheinfeld, Sherri N.
A Study of Outcome and Cost.
Pub Date-Nov 77
Note-26p.; Paper presented at the American Association of Psychiatric Services for Children (Washington, D.C., November, 1977); For related information, see EC 113 316-317
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Emotionally Disturbed, Exceptional Child Research, *Mental Health Clinics, *Program Costs, *Psychotherapy

The third paper in a series summarizing treatment and discharge variables from a community mental health center focuses on the interrelationships among client, process, and outcome variables. Analysis of such factors as initial impairment level, treatment time, process variables, discharge variables and therapeutic outcome is said to have pointed out conclusions about treatment outcome and the following variables: average costs, number of sessions, degree of change, and treatment modality by cost. It is explained that outcome was not found to be directly related to cost, nor was the cost of varied outcomes related to treatment modality. (CL)

Canter, Patricia And Others
Skills Center.
Living Skills Center for the Visually Handicapped, San Pablo, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-102p.; Some pages may be marginally legible due to colored paper
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Cleaning, Clothing Instruction, *Daily Living Skills, Hygiene, Money Management, Program Descriptions, Rehabilitation Centers, *Residential Centers, Residential Programs, Skill Centers, Student Evaluation, Travel Training, *Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation, Young Adults

The services of the Living Skills Center for the Visually Handicapped, a habilitative service for blind young adults, are described. It is explained that the Center houses its participants in their own apartments in a large complex and has served over 70 young people in 4 years. The evaluation section describes such assessment instruments as an administration of living skills evaluation, (for cooking, cleaning, care of clothing, financial management) and ~~on~~ administration of orientation/mobility evaluation (route directions, street travel, street crossings, stairs, spacial terms). The section dealing with orientation and mobility examines orientation to one's apartment and mobility in the neighborhood, (bank, department store, drug store, dry cleaners/laundromat, grocery store, post office, restaurants). Section 4 examines care of clothing (clothes cleaning, organization of closets and drawers, ironing, selection of clothes, and sewing). Such cleaning skills as scrubbing, cleaning floors, making a bed, and dusting furniture are described in section 5. The section on personal hygiene focuses on bathing, skin care, hair care, teeth, nail care, shaving, and care of self during menses. The final section deals with financial management and outlines the following areas of skills: basic math, coin identification, currency, coin operated machines, telephoning, credit, bills, security deposits, source of money, budgeting, insurance, banks, signature, writing checks, keeping a check record, bank statements, reconciling a bank statement. (BD)

Johnson, James R.

Procedures for Teachers of the Severely Handicapped to Follow In Controlling Serious Behavior Problems Within the Classroom. Change Episode Two.

La Verne Coll., Calif.
Pub Date- 77
Note-78p.; The document was prepared in conjuntion with the La Verne College Doctoral Program in School Management
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Autism, *Behavior Problems, *Class Management, *Classroom Techniques, *Discipline, Elementary Secondary Education, Emotionally Disturbed, Intervention, Operant Conditioning, Parent Role, *Policy Formation, Reinforcement, Severely Handicapped

The report documents a problem solving approach to the adoption of procedures for dealing with serious behavior problems of severely emotionally disturbed and autistic students in California public schools. Summarized are a review of the literature, an analysis of general techniques of student control, and a list of advantages and disadvantages of such behavior control strategies as physical intervention, timeout, and corporal punishment. The end product of the project is explained to be an approved policy list of eight types of behavior control for use by classroom teachers. Specific procedures are described, (including parent involvement), and maximum duration information is listed. (CL)

ED 165 397 EC 113 341

Wentling, Tim L. Albright, Len

Administrator's Manual for the Identification and Assessment System.

Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency-Transport and Road Research Lab., Crowthorne (England).
Pub Date- 78
Grant-G007604835
Note-33p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 342-350
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Guides, *Handicapped Children, *Identification, *Needs Assessment, *Program Development, *Program Evaluation, Records (Forms), Secondary Education, *Student Evaluation, *Vocational Education
Identifiers-*Special Needs Identification Assessment Project

The administrator's manual is part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs. The manual consists of three sections: a section which briefly describes a three-phase identification and assessment system and points out the various types of information available to the administrator from the activities conducted within each phase; a second section which offers a series of suggested steps for initiating and implementing an identification and assessment system within the local education agency; and a third section which provides suggestions and procedures for conducting an overall evaluation of the programs and services provided to students with special needs. Included are a sample matrix for recording student characteristics and services, key evaluation questions for special needs services, example items for the staff rating form, and example items for the student rating form. (SBH)

ED 165 398 EC 113 342

Albright, Len Fabac, John

Introduction to the Identification and Assessment System. Instructor's Guide 1.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Grant-G007604835

Note-16p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Handicapped Children, *Identification, *Needs Assessment, Program Development, *Program Evaluation, Secondary Education, *Student Evaluation, Teaching Guides, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the first of nine instructor guides presents an overview of the three-phase special needs identification and assessment system. A graphic portrayal of the system and a description of each of the system's major phases and component parts are provided. A description of how the information in Guides 2 through 9 fit together to provide a workable structure for the continuous assessment of student needs and progress in vocational education is offered. (SBH)

ED 165 399 EC 113 343

Albright, Len

Procedures for Identifying Students with Special Needs. Instructor's Guide 2.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Grant-G007604835

Note-18p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Definitions, Evaluation Methods, *Handicapped Children, *Identification, Records (Forms), *Referral, Secondary Education, Teaching Guides, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and services to students with special needs enrolled in vocational education programs, the second of nine instructor guides examines the process of identifying and referring the student who is having difficulty adjusting to the instructional program. Steps for determining the local education agency's procedures for student identification and referral are suggested, and guidelines for developing such procedures are presented. Included are a complete form and an outline on district procedures for identifying students with special needs, completed and blank student referral forms, federal guidelines for identifying disadvantaged and handicapped persons, and federal definitions of handicapping conditions. (SBH)

ED 165 400 EC 113 344

Albright, Len

Strategies for Assessing the Student's Present Level(s) of Performance. Instructor's Guide 3.

Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G007604835
Note-55p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Evaluation Methods, *Handicapped Children, *Identification, *Performance Tests, Records (Forms), Secondary Education, *Student Evaluation, Teaching Guides, *Vocational Education
Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the third of nine instructor guides examines four different strategies for assessing the student's levels of vocational-educational performance at the time of entry into the vocational education program. It is explained that the performance information serves as the foundation for customizing the learner's instructional program. Also included are suggestions on: (1) the personnel to be involved in collecting learner performance information, (2) the kinds of information to be collected, (3) the timeline for collecting learner performance data, and (4) compilation of this information for reporting purposes. Example documents include a summary report on student's cumulative record, a career competence interview guide, a student performance evaluation form, a behavior observation record, and directions for completing the learner profile. (SBH)

ED 165 401 EC 113 345

Albright, Len

Preparing an Individualized Vocational Plan. Instructor's Guide 4.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007604835

Note-17p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Handicapped Children, Identification, *Individualized Programs, *Program Planning, Secondary Education, Teaching Guides, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs in vocational education programs, the fourth of nine instructor guides introduces procedures for developing an individualized plan for the special student. It is explained that the individualized vocational plan identifies learner performance level(s) and pinpoints areas where additional instruction and special support services are needed. Each of the major components of the individualized plan is discussed, with examples provided to illustrate how the plan is to be prepared. The procedures in this guide are noted to be compatible with the individualized education program. Included are a sample individualized vocational plan form and an instructional materials checklist. (SBH)

ED 165 402 EC 113 346

Albright, Len Fabac, John

The Use of the Training Plan in Concurrent Work-Education Programs. Instructor's Guide 5.

Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G007604835
Note-27p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Handicapped Children, Identification, *Individualized Programs, *Program Planning, Records (Forms), Secondary Education, *Student Evaluation, Teaching Guides, *Vocational Education
Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the fifth of nine instructor guides illustrates how the training plan can supplement the learner's individual vocational plan and serve as a tool for recording student progress during the school year. Example documents include a training plan format, a training agreement, a training plan for a dietitian's assistant, a cooperative office education training plan, and cooperative education evaluation form. (SBH)

ED 165 403 EC 113 347

Albright, Len

Assessing Vocational Skill Development. Instructor's Guide 6.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Grant-G007604835

Note-12p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Handicapped Children, Identification, Individualized Programs, *Job Skills, Secondary Education, *Student Evaluation, Teaching Guides, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the sixth of nine instructor guides offers suggestions for assessing the student's level of competence in completing an employment-related task or tasks. Strategies for assessing student performance during the task and/or following completion of a task are discussed with examples provided. (SBH)

ED 165 404 EC 113 348

Albright, Len

Monitoring the Student's Individualized Vocational Plan. Instructor's Guide 7.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Grant-G007604835

Note-19p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Handicapped Children, Identification, *Recordkeeping, Records (Forms), Secondary Education, *Student Evaluation, Teaching Guides, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the seventh of nine instructor guides offers a system for monitoring and reporting student progress. Example documents include a sample learner task proficiency profile, guidelines for using the learner task proficiency profile, and a blank copy of the profile. (SBH)

ED 165 405 EC 113 349

Albright, Len Fabac, John

Conducting Student Follow-Up. Instructor's Guide 8.

Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G007604835
Note-20p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-350
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Evaluation Methods, *Followup Studies, *Handicapped Children, Identification, Records (Forms), Secondary Education, Student Evaluation, Teaching Guides, *Vocational Adjustment, *Vocational Education
Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving quality of instruction and supportive services to special needs students enrolled in vocational education programs, the eighth of nine instructor guides presents procedures for conducting a followup of students who have completed the vocational program and who are engaged in work and/or continued training. It is explained that information collected from learner followup should provide the instructor with a reading on the student's level of work adjustment and point out areas within the instructional program which may need to be strengthened. Example documents include a former student interview guide, a sample former student followup questionnaire, and a summary report form on the followup of former special needs students. (SBH)

ED 165 406 EC 113 350

Albright, Len

Conducting Employer Follow-Up. Instructor's Guide 9.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Grant-G007604835

Note-17p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 341-349

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Employer Attitudes, Evaluation Methods, *Followup Studies, *Handicapped Children, Identification, *Job Skills, Records (Forms), Secondary Education, Student Attitudes, Teaching Guides, *Vocational Adjustment, *Vocational Education

Identifiers-*Special Needs Identification Assessment Project

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to special needs students enrolled in vocational education programs, the last of nine instructor guides suggests several procedures for organizing and implementing an employer followup. It is explained that by collecting employer feedback on former student job performance and feedback from the former student, both the vocational instructor and the support services personnel have a strong basis for determining future student and program needs. Included are sample survey forms. (SBH)

ED 165 407 EC 113 369

Needels, Florence And Others

The Zero-Reject Model'' in Educating Autistic Children.

Los Angeles County Superintendent of Schools, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 77
Grant-1900000-1423-4-04; Available from-Dr. Tymchuk, University of California, Psychiatry Department, School of Medicine and Health Sciences Center, 405 Hilgard Avenue, Los Angeles, California 90024
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Autism, Conceptual Schemes, *Information Dissemination, Inservice Programs, *Inservice Teacher Education, Itinerant Teachers, *Language Instruction, Models, Parent Counseling, *Parent Education, *Program Descriptions, Program Design, Public School Systems, Research, Volunteers

An experimental language-based program for educating autistic children within a public school system is described. Discussed are the following six program components and their implementation: volunteers and university trainees, parent education and counseling, research, itinerant teaching programs, dissemination, and teacher inservice and visitor programs. (BD)

ED 165 408 EC 113 424

Young, John J.

The Organization and Implementation of a Developmental Intermediate Classroom in an Open Concept School Setting to Meet the Special Needs of Selected 5th and 6th Grade Youngsters.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-Mar 77

Note-95p.; Introductory Practicum submitted in partial fulfillment of the requirements of the National Ed. D. Program for Educational Leaders, Nova University; Some pages may have faint print due to marginal quality of the original print; Appendixes C (Math Continuum) and G (Student Progress Report) have been removed due to irreproducibility

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Academic Achievement, Elementary Education, Handicapped Children, Intermediate Grades, *Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, *Slow Learners

The paper describes the development of a program to meet the needs of 20 slow-to-learn developmentally delayed fifth and sixth grade students. Aspects covered include program rationale, strategy, design (including criteria for student selection and budgetary considerations), implementation (including information on individual lesson plans, structured classroom situations, and parent involvement), and program evaluation (analysis of students' math and reading achievement). It is reported that the average growth of Ss was 2 years in reading and 1.2 years in mathematics, with progress also noted for study skills and self concept. Among 12 appendixes are summaries of student scores on such tests as the Stanford Diagnostic Reading Test and the Wide Range Mathematics Achievement Test. (CL)

ED 165 409 EC 113 429

Self-Study and Evaluation Guide/1979 Edition. Section A: Manual of Procedures, Section E: Staff Member Information Form, Section F: Evaluation Summary and Report.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-61-2
Pub Date-79
Note-57p.; For related information see EC 113430-444, and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.00 each Section A and F, $0.10 each Section E)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Costs, Program Evaluation, Standards, *Visually Handicapped

The manual, the first of 16 documents on the accreditation program conducted by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, presents a step-by-step account of the accreditation process. Covered are such aspects as the preparation of the statement of philosophy of service, suggestions for doing the self-study, general characteristics of the on-site review, decisions which the Commission on Accreditation can make, and costs of seeking and maintaining accreditation.

Self-Study and Evaluation Guide/1979 Edition. Section B-2: School Profile.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-63-9
Pub Date-79
Note-24p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), Administrative Organization, *Blind, *Program Evaluation, *Schools, Standards, *Visually Handicapped

The second in a series of 16 self study and evaluation guides for accreditation of agencies serving the blind and visually handicapped focuses on the school profile. Among items considered are organizational patterns, followup studies, staff assignments and certification, information on handicapping conditions in addition to visual impairment, ages of students, and relationships with other organizations. (CL)

ED 165 411 EC 113 431

Self-Study and Evaluation Guide/Revised 1979. Section C-1: Function and Structure.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-45-0
Pub Date-77
Note-51p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Accreditation (Institutions), *Administrative Organization, *Blind, *Organization, Program Evaluation, Standards, *Visually Handicapped

The self study guide designed for accreditation of programs serving the blind and visually handicapped covers function and structure standards, standards address five areas: basic characteristics of the organization (legal base, planning, consumer rights), governing authority, the Chief administrator, basic administrative structure (fees for services and confidentiality of records), and evaluation. (CL)

ED 165 412 EC 113 432

Self-Study and Evaluation Guide. Section C-2: Accounting for Services and Finances.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-09-4
Pub Date-76
Note-42p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accountability, *Accreditation (Institutions), *Blind, *Financial Services, Program Evaluation, Services, Standards, *Visually Handicapped

The self study and evaluation guide, one of 16 documents for accreditation of agencies serving the blind and visually handicapped, focuses on accounting for services and finances. Standards address five areas: planning for accounting for services and finances, service accounting systems, financial accounting systems, evaluation, and public accountability and disclosure. (CL)

ED 165 413 EC 113 433

Self-Study and Evaluation Guide. Section C-4: Physical Facilities.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-08-6

Pub Date-75

Note-27p.; For related information, see EC 113 429-444 and CE 019 449-456

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Accreditation (Institutions), *Blind, *Facility Requirements, *Physical Design Needs, Program Evaluation, Safety, Standards, *Visually Handicapped

Standards regarding physical facilities for programs serving visually handicapped and blind students are presented. Standards address the following topics: planning for new construction and renovation, suitability of present facilities, activity areas, health and safety, and evaluation. (CL)

ED 165 414 EC 113 434

Self-study and Evaluation Guide/1979 Edition. Section D-15: Preschool Services (From Birth to Six).

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-50-7

Pub Date-79

Note-42p.; For related information, see EC 113 429-444 and CE 019 449-456

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors-*Accreditation (Institutions), *Blind, Early Childhood Education, Identification, *Preschool Education, Program Evaluation, *Standards, Student Evaluation, *Visually Handicapped

The self evaluation guide for programs serving blind and visually handicapped students focuses on standards for preschool services. Addressed are seven topics: planning and organization, personnel, early identification and case finding, child assessment, family-directed services, instructional program, and program evaluation. (CL)

ED 165 415 EC 113 435

Self-Study and Evaluation Guide/1979 Edition. Section D-16: Other Service Program.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-60-4
Pub Date-79
Note 24p ; For related information, see EC 113 ;29-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Program Descriptions, Program Evaluation, Program Planning, *Standards, *Visually Handicapped

The self evaluation guide is explained to be designed for accreditation of services to blind and visually handicapped students in service programs for which the NAC (National Accreditation Council for Agencies Serving the Blind and Visually Handicapped) does not have specific program standards (such as radio reading services and library services). Addressed are the following areas: planning and organization, personnel, program descriptions, and program evaluation. (CL)

ED 165 416 EC 113 436

Self-Study and Evaluation Guide/1979 Edition. Section D-20: Curriculum Planning and Evaluation.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-51-5
Pub Date-79
Note-29p.; For related information see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, *Curriculum, Curriculum Development, Individualized Programs, Program Evaluation, *Standards, *Visually Handicapped

One of 16 self study and evaluation guides developed by the National Accreditation Council for Agencies serving the Blind and Visually Handicapped, the document focuses on curriculum planning and evaluation. Standards are set forth for planning and organization (covering such aspects as individualized education programs), curriculum development, and program evaluation. (CL)

ED 165 417 EC 113 437

Self-Study and Evaluation Guide/1979 Edition. Section D-21: Program for Multihandicapped Students.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-52-3
Pub Date-79
Note-57p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Accreditation (Institutions), Administrative Organization, Motor Development, *Multiply Handicapped, Music, Prevocational Education, *Program Evaluation, Program Planning, *Standards, *Visually Handicapped, Work Experience Programs

Standards for programs serving multiply handicapped-visually handicapped students are presented in one of 16 self study and evaluation guides. Standards encompass the following 10 areas: planning and organization, personnel, basic personal independence, communications, development of personal awareness, music, motor development, prevocational training, work experience programs, and program evaluation. (CL)

ED 165 418 EC 113 438

Self-Study and Evaluation Guide/1979 Edition. Section D-22: Program for K-12 Students.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-53-1

Pub Date-79

Note-72p.; For related information, see EC 113 429-444 and CE 019 449-456

Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Accreditation (Institutions), *Blind, Career Education, *Educational Programs, Elementary Secondary Education, Physical Education, Prevocational Education, Program Administration, Program Evaluation, *Standards, *Visually Handicapped, Vocational Education, Work Experience Programs

The self study and evaluation guide presents accreditation standards for programs serving blind and visually handicapped students in grades K-12. Standards are included for the following 12 areas: planning and organization, personnel, communications, community and career education, creative arts, home and industrial arts, mathematics and science, physical education, prevocational and vocational education, study skills, work experience programs, and program evaluation. (CL)

ED 165 419 EC 113 439

Self-Study and Evaluation Guide/1979 Edition. Section D-23: Program for Independent Living.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-54-X
Pub Date-79
Note-38p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), Adjustment (to Environment), *Blind, Concept Formation, *Individual Development, Program Evaluation, *Standards, Travel Training, *Visually Handicapped

Standards regarding independent living programs for blind and visually handicapped students are presented in the self study and evaluation guide. Five areas are addressed: planning and organization, personnel, concept development and travel skills, living skills, and program evaluation. (CL)

ED 165 420 EC 113 440

Self-Study and Evaluation Guide/1979 Edition. Section D-24: Educational Resources Program.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-52-3
Pub Date-79
Note-37p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accreditation (Institutions), *Blind, Instructional Materials, Library Services, Program Evaluation, *Resource Centers, *Standards, *Visually Handicapped

Accreditation standards describe an integrated educational resources program for agencies serving blind and visually handicapped students. Seven areas are examined: planning and organization, personnel, textbook and instructional materials services, library services, equipment services, staff development and consultative services, and program evaluation. (CL)

ED 165 421 EC 113 441

Self-Study and Evaluation Guide/1979 Edition. Section D-25: Leisure Education.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-56-6
Pub Date-79
Note-29p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, *Leisure Time, Program Evaluation, *Standards, *Visually Handicapped

Leisure education is the focus of accreditation standards for agencies serving blind and visually handicapped students. A self study format is used to examine standards in the following four areas: planning and organization, personnel, leisure education programs, and program evaluation. (CL)

ED 165 422 EC 113 442

Self-Study and Evaluation Guide/1979 Edition. Section D-26: Residential Living Program.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-57-4
Pub Date-79
Note-33p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Accreditation (Institutions), *Blind, Program Evaluation, Residential Centers, *Residential Programs, Residential Schools, *Standards, *Visually Handicapped

Accreditation standards for agencies serving blind and visually handicapped students focus on residential living programs. Self evaluation standards consider four program aspects: planning and organization, personnel, residential living services, and program evaluation. (CL)

ED 165 423 EC 113 443

Self-Study and Evaluation Guide/1979 Edition. Section D-27: Health Services.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.

Report No.-ISBN-0-912948-58-2
Pub Date-79
Note-35p.; For related information, see EC 113 429-444 and CE 019 449-456
Available from-National Accreditation Council for Agencies Servinq the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accreditation (Institutions), Audition (Physiology), *Blind, Dentistry, Disease Control, *Health Services, Medical Evaluation, Program Evaluation, *Standards, Vision, *Visually Handicapped

Health service standards are presented for agencies serving blind and visually handicapped students. Standards are presented in self study format for 12 aspects of health service programs: planning and organization; personnel; medical evaluation services; emergency care; routine medical services; vision services; hearing services; dental services; health counseling; prevention and control of communicable diseases; facilities, equipment, and supplies; and program evaluation. (CL)

ED 165 424 EC 113 444

Self-Study and Evaluation Guide/1979 Edition. Section D-28: Educational Diagnostic and Counseling Services.
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-59-0
Pub Date-79
Note-33p.; For related information, see EC 113 429-443 and CE 019 449-456
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Accreditation (Institutions), *Blind, *Counseling Services, *Educational Diagnosis, Program Evaluation, *Standards, *Visually Handicapped

The last of 16 self study and evaluation guides for agencies serving blind and visually handicapped students presents standards for educational diagnostic and counseling services. Planning and organization, personnel, scope of diagnostic and counseling services, and program evaluation standards are included. (CL)

ED 165 425 EC 113 489

Frieden, Lex And Others
Coalition for Barrier Free Living Conference Report, 1978.
Houston Coalition for Barrier Free Living, Tex.
Spons Agency-Baylor Coll. of Medicine, Houston, Tex.; Social and Rehabilitation Service (DHEW), Washington, D.C.; Texas Inst. for Rehabilitation and Research, Houston.
Pub Date-78
Note-93p.; A report on the Regional Leadership Conference and Organization Workshop (Houston, Texas, February 18-19, 1978) ; Parts marginally legible due to light print
Available from-Texas Institute for Rehabilitation and Research, Lex Frieden-TIRR, 105 Drew, Houston, Texas 77006 (Free, Quantity price $3.00 each)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Architectural Barriers, Conference Reports, *Handicapped, *Leadership Training, *Normalization (Handicapped), *Organizations (Groups)
Identifiers-*Coalition for Barrier Free Living

The report describes a training project for handicapped consumer leasers which was conceived and sponsored by the Houston Coalition for Barrier Free Living (CBFL), a Houston-based disabled rights organization. Section I includes the original prospectus or grant proprosal submitted to the funding agents by CBFL, a discussion of the conference planning process, and a review of pre-conference arrangements. Section II focuses on the conference itself with information on the conference agenda, a list of meeting participants, and selected excerpts from the proceedings. Section III deals with post conference evaluation and feedback (including data analysis from evaluation questionnaires, information relating to the budget, and reprints of letters from conference attendees). (Author/SBH)

ED 165 426 EC 113 490

Mullins, June

Making Language Work Better for Handicapped People and Everyone Else. A Guide for Writers, Editors, and Publishers.

Pub Date-78

Note-26p.; Paper to be presented at the International Conference of the Council for Exceptional Children (Dallas, Texas, April, 1979)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Attitudes, *Guidelines, *Handicapped, Instructional Materials, Language Guides, *Material Development, *Stereotypes

Intended for producers of educational materials, the document offers guidelines to assure that print and nonprint educational materials reflect a positive, fair, and balanced representation of persons with exceptionalities. Nine guidelines are discussed: (1) 10% of the contents should include or represent children or adults with an exceptionality; (2) there should be representation of persons with exceptionalities at all levels and in all areas of study; (3) representation of persons with exceptionalities should be accurate and free from stereotypes; (4) persons with exceptionalities should be shown in the least restrictive environment, participating in activities in a manner that will include them as a part of society; (5) in describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments; (6) persons with and without exceptionalities should be shown interacting in ways that are mutually beneficial; (7) materials should provide a variety of appropriate role models of persons with exceptionalities; (8) emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities; and (9) tokenism should be avoided in the representation of persons with exceptionalities. (SBH)

ED 165 427 EC 113 491

Frank, Mary, Ed. And Others

Nutrition and Young Children.

Pittsburgh Association for the Education of Young Children, Pa.
Pub Date-Nov 78
Note-37p.
Available from-Children in Contemporary Society, P.O. Box 11173, Pittsburgh, Pennsylvania 15237 ($8.00 per year; $3.00 back issues)
Journal Cit-Children in Contemporary Society; v12 n1 Nov 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Childrens Literature, Community Programs, *Dietetics, *Early Childhood Education, Eating Habits, Foods Instruction, Handicapped Children, *Nutrition, Special Health Problems, Television Commercials

The special issue of the journal contains 12 articles on nutrition and young children. The following titles and authors are included: Overview Nutritional Needs of Young Children'' (M. Scialabba); Nurturance Mutually Created Mother and Child'' (M. McFarland); Feeding the Special Needs Child'' (E. Croup); Maternal and Neonatal Nutrition Long Term Consequences'' (I. Holzman); Nutrition and Health Problems in the Child Diabetes Mellitus, Hypogylycemia and Obesity'' (D. Becker and A. Drash); Involving Children in Food Preparation A Pathway to Increased Learning and Mastery'' (K. VanderVen); More Effective Nutrition Teaching Through a Process Method Lifelong Eating Habits Begin Early'' (A. Taylor); Children's Literature'' (F. Cohen); Community Intervention in Federal Nutrition Programs'' (M. Lloyd); The Dire Health Consequences of Television Advertising Aimed at Children'' (M. Pauker); Food Supply USA'' (B. Deskins); and Their Dismal Condition Nutrition and Young Children in the Developing World'' (J. Dwyer). (SBH)

ED 165 428 EC 113 492

The Future of the Deaf-Blind Child: Proceedings of Special Study Institutes and Workshops.

California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Auditory Training, Aurally Handicapped, *Child Development, *Community Programs, *Deaf Blind, Equal Education, Multiply Handicapped, Program Development, *Residential Programs, Visually Handicapped

Fifteen papers from special study institutes and workshops focus on understanding planning, providing residential and community services, and training for the deaf-blind. Included are the following titles and authors: Definition of the Problem'' (L. Smith); Normalcy of the Abnormal Body and Sense Thinking Development of the Organically Impaired'' (H. Wachs); Educational Rights of the Handicapped'' (R. Martin); Trust Planning'' (R. Kercheval); Packaging a Program'' (H. Murphy); Residential Services Support, Not Supplant, the Natural Home'' (E. Skarnulis); Philosophy and Procedures of the State Hospitals'' (K. Larsen); The Care of a Deaf-Blind Resident'' (A. Fox); The Deaf-Blind Program at Porterville State Hospital'' (J. Clinton); The Experiences of Benhaven and Their Application to the Deaf-Blind'' (A. Lettick); Community Support Systems for Deaf-Blind Adults'' (J. Wolpert); The Treatment of Severely Disturbed Children with Sensory Handicaps'' (M. Frostig); The Thrill of Victory and the Agony of Defeat'' (H. Haas); Auditory Training for Deaf-Blind Children'' (E. Soper); and Vision Training Techniques for Deaf-Blind Students'' (H. Wachs). (SBH)

ED 165 429 EC 113 493

Ross, E. Clarke

UCPA Affiliates Report Implementation Experiences with P.L. 94-142: The Education for All Handicapped Children Act''.

United Cerebral Palsy Associations, Inc., Washington, D.C.

Pub Date-Jun 78

Note-18p.; Analysis: Word from Washington; v7 n5 Jun 1978

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adults, Delivery Systems, Due Process, Elementary Secondary Education, Equal Education, Exceptional Child Research, *Federal Legislation, Financial Support, *Handicapped Children, Individualized Programs, Interagency Cooperation, Mainstreaming, Preschool Education, *State Programs, Student Placement

Identifiers-*Education For All Handicapped Children Act

Reports from seven United Cerebral Palsy Association affiliates were collected to identify implementation issues and difficulties relating to the Education for All Children Act, P.L. 94-142. Data were compiled for the following major areas: the question of related services, the individual education plan, the due process hearing, least restrictive environment and private school placements, coordination with the private sector, public involvement, state responsibilities, funding sufficiency, preschool incentives, and determination of equal treatment. Among findings were that transportation services are frequently inadequate and have harmful effects on the child; failure of the due process system is a major problem in Illinois; and failures to develop inservice training programs for teachers and associated personnel have been documented in Ohio, Maine, Missouri, California and Maryland. (SBH)

ED 165 430 EC 113 494

Miller, Maurice McCamish, Diana

Validation of Competencies in a CBTE Educational Assessments Course.

Pub Date- 77
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Exceptional Child Research, *Handicapped Children, *Performance Based Teacher Education, *Teaching Skills

Twenty-three special education teachers and 13 special education student teachers rated 16 teacher competencies according to their importance. Results indicated that teachers were able to rate competencies, and that there was practically no disagreement in ratings between practicing special educators and student teachers. (CL)

ED 165 431 EC 113 495

Guidelines for the Identification of the Gifted and Talented.
New York State Univ. System, Albany.
Pub Date-Nov 77
Note-72p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Conceptual Schemes, Elementary Secondary Education, *Gifted, *Models, Records (Forms), *Talented Students, *Talent Identification

A model for identifying gifted and talented students (grades K-12) is described. Characteristics of giftedness are seen to fall into three major clusters: cognitive and psychomotor capacities for acquiring fundamental skills and knowledge, creative problem-finding solving skills, and personal characteristics. Nineteen steps in implementing an identification program are outlined, and sample forms are provided (including a student interest survey, peer and adult nomination forms, a student self-assessment form, and rating scales). (CL)

ED 165 432 EC 113 496

Above and Beyond: A Teacher Selected Bibliography of Instructional Materials for Use with Gifted and Talented Students.

Montgomery County Public Schools, Rockville, Md.
Pub Date-78
Note-247p.; Document may not reproduce well in hard copy due to the color of paper in original
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Aesthetic Education, Annotated Bibliographies, Cultural Differences, Elementary Secondary Education, *Gifted, *Instructional Materials, Language Arts, *Mathematics Materials, *Reading Materials, *Science Materials, Social Studies, *Talented Students, Textbooks

The bibliography includes references to approximately 1500 instructional materials for use with gifted and talented students. Entries usually include author's name, title, availability information and a brief annotation for the following areas (sample subtopics in parentheses): aesthetic education (recommended art and music textbooks); English language arts and reading (fantasy and autobiographies); mathematics; science; social studies (the Amish and contemporary issues); and general information (business, health, and industrial education). Also included are annotated bibliographies of professional materials and of information dealing with culturally different gifted and talented students. (CL)

ED 165 433 EC 113 497

Brown, Tom
Special Education Handbook. State of Alaska 1978.
Alaska State Dept. of Education, Juneau.

Pub Date-78
Note-66p.; For the 1977 edition, see EC 111 227
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Policy, Definitions, Delivery Systems, Due Process, *Educational Policy, Eligibility, *Handicapped Children, Identification, *Special Education, State Programs, Student Evaluation, Student Placement
Identifiers-*Alaska

The handbook provides policy and procedure information regarding special education in Alaska. Seven topic areas are addressed (sample subtopics in parentheses): authority and responsibility for special education in Alaska; procedures for the establishment and operation of special education programs (initial identification, provision of services); program placement alternatives (contracts and transfers); public school foundation schedule (plan of service for gifted and talented); definitions of exceptionalities; other definitions (assessment, least restrictive, adaptive behavior); and eligibility for services (implications of cultural divergence and specific eligibility criteria). (CL)

ED 165 434 EC 113 498

Kahn, James V.

A Comparison of Manual and Oral Language Training with Mute Retardates. Final Report.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date-78

Grant-610-01; EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Childhood, *Custodial Mentally Handicapped, Exceptional Child Research, *Language Instruction, Manual Communication, Mentally Handicapped, *Sign Language, *Verbal Learning

The effectiveness of sign language was compared with verbal language instruction with 12 nonverbal severely retarded students (4 to 9 years old). Ss received either speech training, sign language training, or instruction in an area other than communication. During the second year, 10 Ss received training from their parents. Results indicated no significant differences between the three groups (sign language, speech, and placebo) for the total number of words learned or the linguistic level achieved, nor were there significant correlations among Ss' cognitive level and their learning of either sign language or verbal language skills. The hypothesis that Ss in the sign language condition would learn more words than SS in the speech training condition was statistically rejected, although all four signing condition Ss learned some signs while only two of the speech condition Ss learned to say any words. (CL)

ED 165 435 EC 113 499

A Community Handbook on Child Abuse and Neglect.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Pub Date-78
Note-31p.
Available from-Mailing Room, 7 Research Park, Cornell University, Ithaca, New York 14853 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Abuse, *Community Resources, Community Services, Family Problems, *Neglected Children, Organizations (Groups), Parent Education, Parent Role, Prevention, *Social Services

The handbook is designed for community professionals and lay people concerned with child abuse and neglect. Information is presented on six topics: community organizing and community participation in planning for the protection of children, coordinating existing resources and developing a team treatment approach, developing an effective link between the social welfare and the public school systems, helping families through friendship and emotional support, developing ways for families to help families, and preventing abuse and neglect through education. A final section lists resource publications, programs and organizations. (CL)

ED 165 436 EC 113 577

Individual Education Programs: Assessment and Evaluation in Physical Education.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Pub Date-Feb 78
Note-24p.
Available from-American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
Journal Cit-Practical Pointers; v1 n9 p1-21 Feb 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Evaluation Methods, *Federal Legislation, *Handicapped Children, Individualized Programs, *Physical Education, *Student Evaluation
Identifiers-*Education for All Handicapped Children Act, *Rehabilitation Act 1973 (Section 504)

The document presents guidelines for assessment and evaluation procedures related to development of individual programs in physical education, with emphasis on the provisions of The Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). Sections address the following topics: assessment, evaluation, and the laws; initial assessment; assessment and evaluation in physical education; general assessment and evaluation provisions under the laws; implications of assessment and evaluation provisions for physical education; assessment batteries, test items, and resources; adapting and using the Youth Fitness Test; Youth Fitness Test and adaptations; motivation and incentives; award systems; testing large groups; and record keeping. (SBH)

ED 165 437 EC 113 578

Tips on Mainstreaming: Do's and Don'ts in Activity Programs.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Pub Date-Mar 78
Note-17p.
Available from-American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
Journal Cit-Practical Pointers; v1 n10 p1-16 Mar 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Guidelines, *Handicapped Children, *Interpersonal Relationship, *Mainstreaming, *Physical Activities, Physical Education

The document provides 10 brief articles on activities for mainstreamed handicapped students. Included are the following titles: Tips on Mainstreaming Do's and Don'ts for Activity Programs;'' Mainstreaming A Goal and A Process;'' What To Do When You Meet a Handicapped Person;'' Tips for Dealing with Handicapped Persons;'' Relating to Orthopedically and Visually Handicapped Individuals;'' Making Relationships More Comfortable Between Blind and Sighted Individuals;'' When You Have a Hearing Impaired Player on the Team or in Class;'' Communicating with Hearing Impaired Persons in One-To-One and Group Situations;'' First Steps in Mainstreaming;'' and Mainstreaming Does Work.'' (SBH)

ED 165 438 EC 113 618

Milofsky, Carl

Labeling Versus Stigma: A Typology of Deviance in Special Education. Working Paper No. 814.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Pub Date-Nov 78

Note-29p.; Paper presented at the American Sociological Association Meeting (San Francisco, California, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Classification, Conceptual Schemes, Elementary Secondary Education, *Handicapped Children, *Labeling (of Persons), *Models, *Typology

The paper offers an analysis of how the misclassification of school children as cognitively disabled for placement in public school special education classes may have positive as well as negative consequences. This approach is used to criticize the sort of unilateral prohibition of misclassification mandated by the Education for All Handicapped Children Act (P.L. 94-142). Architects of the Act are seen to argue that misclassification inevitably causes stigmatization and other ill effects. The paper shows that to understand the experience of failure for the full range of children encountered in schools, one must take the degree of disability, the occurence of official identification, and the acceptance of stigmatization by students as three distinct and independent variables. The intersection of the three variables is noted to provide an eight-cell typology. Examples of each type drawn from the author's ethnographic studies of special education programs in public schools are offered to show that one of the cells are empty. It is concluded that banning misclassification protects children in some of the cells but at the cost of harming children in other cells. (Author/SBH)

ED 165 439 EC 113 619

Cochrane, Kathleen J., Ed. Andrews, Robert J., Ed.

The Health, Education and Welfare of Children: Proceedings of an Interdisciplinary Seminar.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.

Pub Date-77

Note-227p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-Conference Reports, *Educational Programs, *Handicapped Children, *Interdisciplinary Approach, *Medical Treatment, *Social Welfare

The document contains papers from an interdisciplinary seminar on collaboration between medicine, education, and social welfare in the interests of the handicapped child. Section I contains 12 papers focusing on parent involvement; an historical review of treatment; medical, educational, and social welfare viewpoints; viewpoints on the legal interests of the child; viewpoints on the adequacy of legislation relating to children; and etiology and treatment of handicapping conditions in children. Section II includes 12 papers with the following titles: Health, Education and Welfare Guidelines for the Future;'' Medical, Educational, and Welfare Research Needs in the Education of Children;'' Normalizing the Experiences of Handicapped Children;'' Educational Programs for Children in Residential Care;'' Early Intervention and Handicap;'' The Role of Health Services in Schools;'' Homebound Children;'' Prosthesis in Educational Intervention;'' Handling Skills for Promoting Psychomotor Development;'' Problems of Deaf Children in Regular School;'' Teaching Children in Hospital;'' and The Role of the Psychologist in Meeting the Needs of Children.'' A final section with three papers provides perspectives for the future. (SBH)

ED 165 440 EC 113 620

Pilot Parents: An Organizer's Handbook.

Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date-77
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Mentally Handicapped, *Parent Associations, *Program Development
Identifiers-*Parent Resources, *Pilot Parents

Intended for parents of mentally retarded children, the booklet describes the organization of a parent support program in Canada. Sections outline seven steps involved in the development of a Pilot Parents Program: (1) one or two parents in a local association for the mentally retarded chapter decide to start Pilot Parents; (2) a Pilot Parents organizing committee is set up; (3) Potential Pilot Parents are recruited from the association membership; (4) a short but intensive training program is held for Pilot Parents; (5) Pilot Parents is publicized in the community via a brochure, the local newspaper, radio, television; (6) Pilot Parents are matched with new parents; and (7) the matches are followed up and supported by the committee. Included are reading suggestions for parents, a list of suggested films and videotapes, and basic information (including an article titled Your Child is Mentally Retarded What Do You Do When You Find Out?'' by N. Middaugh). (SBH)

ED 165 441 FL 009 643

Ornstein, Jacob

The Tagmemic Model and Language Variation.

Pub Date-77
Note-29p.; Extract from "Linguistics at the Crossroads," Jupiter Press, P.O. Box 101, Lake Bluff, Illinois 60044
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Dialect Studies, Language Attitudes, *Language Classification, Language Patterns, Language Research, Language Styles, Language Typology, Language Usage, *Language Variation, *Linguistic Borrowing, Literature Reviews, Regional Dialects, *Sociolinguistics, Spanish, *Tagmemic Analysis

This paper proposes a tentative notational or marking system which attempts to provide more information on the sociolinguistic constraints upon the use of linguistic features than has been the case in other systems. A review of other studies in language variation, particularly those of William Labov, suggests that much can be done toward interpreting and predicting the types of speech variation with more explicit knowledge of both the situational context and the actors. Research in language styles, attitudes, usage and lexicography shows a tendency to regard data in the light of the linguistic continuum and relevant sociolinguistic dimensions. The proposed notational system is presented under the headings of symbol, explanation and markedness. The pattern followed is a digraphemic one and the inventory of 50 items includes several dimensions that intersect with other areas. Through the use of 34 examples in Spanish, the tentative marking system is then applied at the clause, phrase and word levels. This implementation of the marking system suggests that it may exhibit the potential of providing much of the linguistic and extra-linguistic information needed to interpret changes in progress and their direction. Some discussion of implications for further investigation concludes the essay. (AMH)

ED 165 442 FL 009 821

Sternberg, Robert J.

A Proposed Resolution of Curious Conflicts in the Literature on Linear Syllogisms. Technical Report No. 8.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency-Naval Personnel Research and Development Lab., Washington, D.C.

Pub Date-Jun 78

Contract-N0001478C0025

Note-61p.; Paper presented at the International Symposium on Attention and Performance (8th, Princeton, New Jersey, August, 1978)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Abstract Reasoning, *Cognitive Processes, Deep Structure, Error Patterns, Language Research, Linguistic Theory, *Logical Thinking, *Problem Solving, *Psycholinguistics, Psychological Studies, Sentence Structure, Surface Structure, Thought Processes

Identifiers-*Linear Syllogisms

Linear syllogisms present two premises, each describing a relation between two terms. The individual's task is to infer the relation among the three terms of the linear syllogism, and then answer a question about one or more of these relations. For example, John is taller than Bob. Sam is shorter than Bob. Who is the tallest?'' Students of reasoning have engaged in a vigorous debate regarding the representations and processes used by subjects solving linear syllogisms. This experiment was intended to isolate the source of conflicts in reported data sets for the linear syllogism problems. Eighteen adult subjects received linear syllogisms under instructions designed to yield speeds commensurate with error rates of about 10%. Latency and error data were analyzed both separately and jointly. The analyses revealed that the source of the conflicts in the literature is the failure of researchers to appreciate the complex interrelationships between latency and error rate. When these interrelationships are taken into account, the conflicts disappear. (Author/NCR)

ED 165 443 FL 009 866

Rodgon, Maris Monitz

Dyadic Interaction in Single-Word Speech. Papers and Reports on Child Language Development, No. 13.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Language, *Cognitive Development, Cognitive Processes, *Imitation, *Language Development, *Language Processing, Language Research, Language Skills, Linguistic Performance, Phonology, Psycholinguistics, Speech Communication, *Verbal Development, Verbal Stimuli, Vocabulary Development

This paper reports on two aspects of dyadic communication skills: verbal imitation, and response to questions and commands, as they relate to the development of semantic functions in three English-speaking children. The children, aged 16, 21 and 22 months, were unobtrusively videotaped during weekly free play sessions with their mothers. The videotapes were completely transcribed and then coded along three dimensions: action context, communicative interaction, and semantic function. The situations reported on here (imitation, and response to questions and commands) are categories on the communicative interaction dimension. It is hypothesized that verbal imitation performs an important communicative function, so the first question concerned the kinds of words children imitated. This was answered in three ways: (1) with respect to the word's position in the adult sentence, (2) with respect to the part of speech, and (3) with respect to the semantic function. A second means by which children indicate communicative skills is by appropriately answering questions and commands. The three children in this study displayed evidence that they were beginning to process questions and commands as a special kind of verbal input, particularly in the development of answers to yes/no questions and naming questions. (AMH)

ED 165 444 FL 009 878

Born, Warren C., Ed.

New Contents, New Teachers, New Publics. Reports of the Working Committees. Northeast Conference on the Teaching of Foreign Languages.

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.

Pub Date-78

Note-195p.; For related documents, see FL 009 878 - FL 009 881.

Available from-Northeast Conference, Box 623, Middlebury, VT 05753 ($6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Articulation (Program), Classical Literature, Elementary Secondary Education, Enrollment Trends, Foreign Language Films, Higher Education, Inservice Teacher Education, Interdisciplinary Approach, Interschool Communication, Language Attitudes, Language Enrollment, *Language Instruction, *Language Programs, *Language Teachers, Latin, Music Education, *School Community Relationship, Second Language Learning, Student Exchange Programs, Teacher Associations, Teacher Education, Theater Arts

Identifiers-*Northeast Conference

This volume discusses (1) ways of introducing authentic language experiences; (2) the challenge to foreign language teachers and the status of the profession; and (3) communication both within the profession and with the general public. Revitalization of the Classics and ways of introducing authentic language via film, theater, music, and student exchanges are addressed in five essays. Factors which affect the professional tasks of foreign language teachers include student, teacher, and public attitudes and expectations. Educational and enrollment trends that affect the profession are covered, and directions in the education of prospective teachers and practicing teachers are discussed. Responsibilities of professional organizations in dealing with matters of articulation and standardization are considered, and the need to keep the public appraised of the relevance of foreign languages to their lives is emphasized. Possible sources of assistance outside the profession in getting the message to the public and methods of communicating to the public are discussed. (SW)

ED 165 445 FL 009 879

Born, Warren C., Ed.

New Contents. New Contents, New Teachers, New Publics. Reports of the Working Committees. Northeast Conference on the Teaching of Foreign Languages.

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.

Pub Date-78

Note-45p.

Available from-Not available separately; see FL 009 878

Document Not Available from EDRS.

Descriptors-*Classical Literature, Elementary Secondary Education, *Foreign Language Films, Higher Education, Instructional Materials, Interdisciplinary Approach, *Language Instruction, *Language Programs, Latin, *Music Education, Radio, Second Language Learning, *Student Exchange Programs, *Theater Arts

Identifiers-*Northeast Conference

The needs and challenges of intermediate-level language courses and the beneficial effects of authentic language experiences are considered, and five essays are presented which explore revitalization of the Classics and ways of introducing authentic language via film, theater, music, and student exchanges. New content'' in second language courses refers to various ways of introducing authentic linguistic material and cultural experiences. Guidelines for introducing authenticity at the intermediate level are offered in Coalescence...or Getting It Together,'' by Rebecca M. Valette. Rationale for and types of

interdisciplinary study and how to start an interdisciplinary program are covered in Interdisciplinary Study at the Intermediate Level,'' by Cathy Linder. Advantages and limitations of films and use of the film in the classroom are covered in Film in the Second Language Class,'' by Gene S. Kupferschmid. Preparation, study, performance of the play, and attending professional performances are covered in Theater and Language Learning,'' by Elaine V. Uzan. Opera, folksongs and songs of protest, and music and student radio programs are covered in Exploring the Musical Heritage,'' by Pietro Frassica. The German American Partnership Program: A Case Study,'' by Friedrich Winterscheidt and Gesa Kandeler, is presented, and the state of the Classics and some programs at the elementary, secondary, and college level are discussed in The Revitalization of the Classics,'' by Helene B. Mensh. (SW)

ED 165 446 FL 009 880

Born, Warren C., Ed.

New Teachers: Developing Flexible Foreign Language Teachers. New Contents, New Teachers, New Publics. Reports of the Working Committees. Northeast Conference on the Teaching of Foreign Languages.

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.

Pub Date-78

Note-52p.; Not available separately; See FL 009 878

Document Not Available from EDRS.

Descriptors-Curriculum Development, Educational Trends, Elementary Secondary Education, Experiential Learning, Higher Education, *Inservice Teacher Education, Language Attitudes, *Language Instruction, *Language Teachers, Performance Based Teacher Education, Preservice Education, School Community Relationship, *Student Attitudes, Teacher Attitudes, Teacher Certification, *Teacher Education

Identifiers-*Northeast Conference

The challenge to foreign language teachers at pre-secondary, secondary, and post-secondary levels is considered. Factors which affect the professional tasks of foreign language teachers are students' attitudes toward education and educational institutions, teachers' attitudes toward their jobs, and the public's demands for curricular change, quality education, and attention to special needs. The status of the profession is reviewed in relation to current trends in enrollment, post-secondary entrance and degree requirements, curriculum, certification, and emerging goals. Directions in the professional education of prospective foreign language educators and the status of the continuing education of experienced teachers are described with particular emphasis on the states that comprise the Northeast Conference on the Teaching of Foreign Languages. Broad-based academic and teaching-specialty preparation, broad-based experiential preparation, and competency-based teacher education approaches to the education of new and experienced language teachers are discussed. Appendices provide a Harvard University teaching fellow training model, a model assessment form of student participation and performance in a methods course, and examples of protocol modules. (SW)

ED 165 447 FL 009 881

Born, Warren C., Ed.

New Publics. New Contents, New Teachers, New Publics. Reports of the Working Committees. Northeast Conference on the Teaching of Foreign Languages.

Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, Vt.
Pub Date-78
Note-39p.; Not available separately; See FL 009 878

Document Not Available from EDRS.

Descriptors-*Articulation (Program), Elementary Secondary Education, Fles, Higher Education, Interschool Communication, Language Attitudes, *Language Instruction, Language Programs, *Language Role, Organizations (Groups), Public Relations, *School Community Relationship, *Second Language Learning, *Teacher Associations
Identifiers-*Northeast Conference

Communication within the foreign language profession and with the public is discussed. The responsibilities of national, regional, state, and local professional organizations in dealing with matters of articulation and standardization are discussed. Articulation means setting up common goals and ideals for foreign language learning and teaching for all languages in general and for specific languages. Articulation implies that national, regional, and local norms be set up to establish minimal competencies expected of both students and teachers. Teachers of the same language at a specific level and teachers of the same language on different levels need to communicate. Both formal and informal articulation between FLES, secondary, two-year college and four-year college personnel are needed. Articulation with foreign language personnel in adult education and with professionals in other disciplines is discusseo. There is a need to keep the public appraised of the continuing and growing relevance of foreign languages to their lives and of the integrative function of language study and its role in liberal arts and preprofessional education. Possible sources of assistance outside the profession in getting the message to the public are government agencies, consulates, parents groups, and civic associations. Methods of communicating the message to the public are covered. (SW)

ED 165 448 FL 009 906

Wurm, Stephen A.

Towards Language Planning in Papua New Guinea. Language Planning Newsletter, Vol. 4, No. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date-78
Note-5p.
Available from-Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-English, Grammar, *Language Planning, Language Role, *Language Standardization, Linguistic Borrowing, Multilingualism, Mutual Intelligibility, Official Languages, *Pidgins, Social Factors, Sociolinguistics, *Standard Spoken Usage, Vocabulary
Identifiers-*Lingua Francas, *New Guinea Pidgin

The majority of the languages spoken in Papua New Guinea are highly diverse, belong to many unrelated groups, and are spoken by small language communities. This situation has resulted in widespread multilingualism and the emergence of lingue franche,'' including the police-type, such as Hiri Motu. Hiri Motu, adopted as a symbol by the Papua Independence Movement, has acquired equal status in many respects with New Guinea Pidgin (NGP). The growth in the use of NGP has led to the emergence of a new, heavily anglicized sociolect, Urban Pidgin, which in turn has resulted in a weakening of the status of NGP both as an independent language and as a lingua franca. Although English occupies a prestige position in Papua New Guinea, recent attempts have been made to diminish this prestige. It seems likely that NGP will continue to surpass English in usage. In view of this trend, the government of Papua New Guinea has taken steps toward the standardization and lexical enrichment of the language, such as a proposal to establish a National Translation Service. Standardization efforts must concentrate not only on the lexicon of NGP but also on its grammatical structure. (AM)

ED 165 449 FL 009 920

James, C. V., Ed.

The Older Mother Tongues of the United Kingdom.

Centre for Information on Language Teaching, London (England).
Pub Date-78
Note-60p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Bilingual Education, *Bilingualism, Educational Policy, *Elementary Secondary Education, Indo European Languages, Instructional Materials, Language Attitudes, Language Instruction, *Language Maintenance, *Language Planning, *Language Programs, Language Role, National Programs, Native Speakers, Second Language Learning, Second Languages, *Welsh
Identifiers-*Gaelic, *Irish, *Scottish

This report describes bilingual education programs in England that promote the Welsh and Gaelic languages. The section on Welsh includes discussions of: the history of the Welsh language, the Welsh books scheme to promote the availability of published materials in Welsh, the activities of the national language unit of Wales, external examinations, proposals toward a national language policy on Welsh education, Welsh schools, and schools council committee for Wales. Also covered are higher education, teacher training, Welsh in the community, Welsh communities abroad, references and sources, select bibliography, and a list of organizations that promote the Welsh language. The section on Scottish Gaelic includes historical notes, Gaelic in the community, Gaelic in schools, external examinations, higher and further education, teacher training, teaching materials, select bibliography, and a list of organizations concerned with promoting the Scottish Gaelic language. A brief chapter on the Irish language is also presented. Various tabular and pictorial material statistically present the percentages of Welsh/English and Gaelic/English bilingualism. (EJS)

ED 165 450 FL 009 921

Harris, J. G., Ed. White, J. E. G., Ed.
Taking Stock 1977-78: Modern Languages in the Polytechnics.
Centre for Information on Language Teaching, London (England).
Pub Date-Jan 78
Note-39p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Opportunities, *College Language Programs, Colleges, *Higher Education, Language Attitudes, *Language Instruction, *Language Programs, Language Teachers, *Modern Language Curriculum, Social Sciences, *Technical Institutes
Identifiers-*Polytechnics

The aim of the conference discussed in this report was to make a critical appraisal of the achievements of language teaching in the polytechnics and similar institutions, and to attempt to suggest lines for future development. All speakers were encouraged to be critical and provocative in order to stimulate conference discussions on how language teaching can be improved. After an opening address entitled ``Modern Languages in the Polytechnics: Present and Future,'' specific addresses are presented along three themes with one or more speakers representing each theme. Summaries of discussion group reports for each theme are also presented. The first theme, ``Where Have We Got To So Far?'' includes a critical analysis of the achievements of language teaching in the polytechnics and other colleges. The second theme, ``Languages and Social Sciences: How Can They Live Together?'' encompasses two addresses, one on living with linguists and the other on bridging the gap. The final theme, ``Languages in the Schools and in Higher Education: The Interface,'' covers output from schools, input to education, output from higher education, and feedback to schools. Conference conclusions, recommendations, and a list of participants are appended. (EJS)

ED 165 451 FL 009 922

Hawkins, Eric, Ed. Perren, G. E., Ed.
Intensive Language Teaching in Schools. Teaching Languages 1.
Centre for Information on Language Teaching, London (England).
Pub Date-78
Note-135p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1 5AP, England
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Communicative Competence (Languages), Conversational Language Courses, *Course Descriptions, Curriculum Planning, French, German, *Immersion Programs, *Intensive Language Courses, *Language Instruction, Language of Instruction, Language Proficiency, *Program Descriptions, Remedial Courses, Russian, *Second Language Learning, *Teaching Methods
Identifiers-England

The papers in this volume concerning intensive language teaching are grouped into three sections: Sections bilingues,'' Intensive courses within schools,'' and Intensive courses at external centres.'' A preliminary chapter by Eric Hawkins introduces the historical context of intensive language teaching and a concluding chapter by Harry Ree, Aspects of Intensive Language Experience,'' emphasizes the wider purpose of learning languages. The papers in the main sections of the volume are the following: (1) The Goethe Gymnasium, Frankfurt,'' by H. Fischer-Wollpert; (2) Mill Hill School,'' by W. Winfield; (3) Goffs School,'' by C.G. Hadley; (4) Haygrove Comprehensive School,'' by A. King; (5) King's Manor School,'' by B. Matthews; (6) Archbishop Michael Ramsey School,'' by D. Cross; (7) Intensive Russian, York,'' by D. Rix; (8) A French Remedial Course, York,'' by B. Howson; (9) Reciprocal French, York,'' by M. Dalwood; (10) French and German, Somerset,'' by B. King; (11) Residential Weeks in French, Pimlico School,'' by R. Townsend; (12) A Two-day Oral French Course, West Sussex,'' by D. Maddock; (13) One-day Intensive Courses, Leicestershire,'' by D. Sidwell; and (14) Intensive Courses in Hertfordshire,'' by V. M. Howe. (AMH)

Teaching Materials for Spanish. S2: Supplementary Materials and Readers.
Centre for Information on Language Teaching, London (England).
Pub Date-Jan 78
Note-62p.; May not reproduce clearly due to colored background
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Audiovisual Aids, Booklists, Composition (Literary), Culture, Educational Resources, Elementary Secondary Education, Grammar, Higher Education, *Instructional Materials, *Language Instruction, Languages for Special Purposes, Language Tests, Reading Comprehension, *Reading Materials, *Second Language Learning, *Spanish, *Supplementary Textbooks, Vocabulary

This publication, part of an annotated bibliography of language teaching materials for Spanish, contains supplementary materials and readers with and without a recorded or visual component. It contains a contents list, the annotated entries, an index of authors, editors, compilers and adapters, and a title index. The first section lists supplementary materials on the following topics: (1) comprehension, (2) oral and written composition, (3) translation and prose composition, (4) structural exercises, (5) revision and test material, (6) phrase books and travellers' language guides, (7) vocabularies, (8) background study, and (9) special uses of language. The second section on readers provides the following information: basic bibliographical details, an annotation describing the material, a statement of components, and a guide to the linguistic and age-interest levels of the material and the tenses used. Only published material which is readily available in the United Kingdom or in areas where there is a UK distributor are included. A price list is included. (Author/AMH)

ED 165 453 FL 009 925

The Continuing Training of Modern Language Teachers: The First Year and After. CILT Reports and Papers 15.

Centre for Information on Language Teaching, London (England).

Pub Date-Dec 76

Note-52p.; Not available in hard copy due to print size of original document

Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Department Directors (School), Elementary Secondary Education, Faculty Development, Higher Education, Inservice Courses, Inservice Programs, *Inservice Teacher Education, *Language Instruction, *Language Teachers, *Teacher Education, Teacher Employment, Teacher Improvement, Teacher Interns, Teacher Programs

A series of eight papers on training of modern language teachers are addressed to the following topics: (1) the organizational and administrative framework of inservice training, with special reference to the probationary year; (2) the needs of the schools for teachers with particular abilities; (3) how institutions seek to equip students for teaching and subsequently help them during their first year; (4) the role of the LEA advisor; (5) how best to use existing resources to reinforce in-service training to satisfy future needs; and (6) the functions of a good head of department and how he can be trained for the task. A summary of conclusions is presented that includes specific proposals and suggestions concerning the ``divisions'' of in-service training: the probationary year, the early career years, and preparation for promotion and responsibility. Several other specific proposals are also offered for the continuing training of the modern language teacher. Two appendices present a discussion of intensive courses for modern language teachers and a list of conference participants. (EJS)

ED 165 454 FL 009 926

Peter, Katherine

Sapir John Haa Googwandak, No. 3.

Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Sep 74
Note-32p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-English; Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Elementary Secondary Education, *Folk Culture, *Instructional Materials, Language Instruction, Reading, Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska

This reader is intended for use in a bilingual education setting and is geared towards students who are competent speakers of Gwitch'in Athabaskan with knowledge of the writing system. The third in a series of six booklets, it presents three mythical accounts of Athabaskan life at the time of first contact: The Caribou and the Fish,'' The Boy in the Moon,'' and The Giant Fish in the Lake.'' An English translation is included. (AMH)

ED 165 455 FL 009 928

Manlove, Christine
Un Voyage par le Train (Traveling by Train).
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-23p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016
Language-English; French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cultural Activities, *Cultural Education, *French, Illustrations, Instructional Aids, *Instructional Materials, *Language Instruction, Learning Activities, Lesson Plans, Rail Transportation, Secondary Education, Second Language Learning, *Teacher Developed Materials, *Travel, *Unit Plan, Units of Study
Identifiers-*French Railroad System

This bilingual French-English unit for first-year high school students discusses how to travel by train in France. It is divided into five parts: (1) Les Horaires,'' which teaches the twenty-four hour time system and how to read a timetable; (2) Le Billet,'' which teaches how to purchase a train ticket and the choices that are available; (3) A la Gare,'' an audio-motor lesson which emphasizes what can be done at a French train station and on a French train; (4) Le Train,'' which discusses information about the French train system and the parts of a train; and (5) Le Pauvre Americain,'' which presents observations and discussion of confused Americans on French trains. These modules are designed to be used consecutively although not necessarily on a daily basis. Each section is illustrated with pen and ink drawings and contains specific objectives, the evaluation procedure, necessary content information, the instructional procedure, a Lesson Aids'' section with dialogues, vocabulary exercises, check questions, and follow-up activities. A lesson in English containing useful information for the American traveler, several skits, a worksheet and a quiz complete the unit. (Author/AMH)

ED 165 456 FL 009 929

Gilbertson, Lyle B. Teerink, Robert D.

Le PTT: More than Just Letters.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-22p.; Some illustrations may be difficult to read
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016
Language-English; French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activity Units, Cultural Activities, *Cultural Education, *French, Illustrations, Instructional Aids, Instructional Materials, *Language Instruction, Language Skills, Learning Activities, *Learning Modules, Secondary Education, *Second Language Learning, *Teacher Developed Materials, Unit Plan, Units of Study
Identifiers-*French Postal System

This bilingual French-English unit on the French Post Office (PTT) is intended for beginning and intermediate students of French and is appropriate for individualized learning situations. The introduction specifies the general goal (to enable students to use the varied services of the French postal system), and outlines five specific performance objectives and general instructions to the teacher. The learning activities, illustrated with pen and ink drawings, are divided into four sections: sending letters and postcards, sending a package, making a telephone call, and becoming familiar with the other services of the PTT. Each of these sections revolves around a situation and includes the dialogue, necessary vocabulary, and self-tests. A final get-it-together" test and a crossword puzzle complete the unit. (AMH)

ED 165 457 FL 009 930

A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults. Adult Education Series No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.

Pub Date-78

Note-46p.; Not available in hard copy due to colored pages

Available from-National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adult Education, *Adult Students, *Annotated Bibliographies, Career Development, *English (Second Language), *English for Special Purposes, Grammar, *Indochinese, *Instructional Materials, Language Instruction, Pronunciation, Reading Materials, Refugees, Resource Guides, Resource Materials, Second Language Learning, Textbooks, Vocabulary

This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SW)

ED 165 458 FL 009 931

Carlile, Jan

Riding the Metro.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-17p.
Available from-ACTFL Materials Center, 2 Park Avenue, New York, New York 10016 ($1.00, $0.75 each for ten or more copies)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Activity Units, Autoinstructional Aids, *Cultural Education, Educational Objectives, *French, Illustrations, Instructional Aids, *Instructional Materials, *Language Instruction, Learning Activities, *Learning Modules, Secondary Education, Second Language Learning, *Teacher Developed Materials, Tourism, Units of Study
Identifiers-*Paris Metro

This self-contained unit on the Paris Metro is intended for beginning students of French. The introduction to the teacher specifies the general goal (to be able to use the Metro for transportation), specific learning objectives, equipment needed, and the evaluation procedure. The student's learning activities are divided into four parts and contain seven written self quizzes and a final comprehensive quiz to be administered by the teacher. By studying the illustrations and explanatory material and completing the learning activities as directed, the student is expected to be able to find a Metro station, buy the appropriate ticket, use a Metro map and understand directional signs in a Metro station. (AMH)

ED 165 459 FL 009 933

Tuttle, Harry Grover

Producing Exciting and Motivating Dittos.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 78
Note-9p.
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, NY 10016
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Classroom Games, Classroom Materials, Classroom Techniques, Elementary Secondary Education, Games, *Instructional Materials, *Instructional Media, *Language Instruction, *Motivation Techniques, Puzzles, *Student Motivation, Teacher Developed Materials, Teaching Methods, Visual Aids

This guide presents techniques to enable teachers to produce dittos that generate student interest. One major technique for creating different dittos is variation of format or layout; another way to create appealing dittos is to use color to emphasize a new spelling, grammar, or vocabulary point. Crossword puzzles, word searches, and anagrams (not necessarily in block form) can be used by teachers as motivational activities. Sketches or stick figures can also be drawn on a ditto as another technique to motivate students. Other techniques involve dittos that are cut apart; games, such as a form of Jeopardy; and programmed dittos where students cover up or fold back the answers until they have done the exercise. Variation of content away from the routine of grammar exercises or vocabulary drills can also be more exciting, for example, with a ditto that encourages communication. Examples, figures, and how-to'' instruction accompany the text. (EJS)

ED 165 460 FL 009 942

Schuster, D. H., Ed.
The Journal of Suggestive-Accelerative Learning and Teaching, Vol. 2, No. 3 and 4.
Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date-77
Note-114p.; Papers Presented at the International Conference on Suggestive-Accelerative Learning and Teaching and Suggestopedia (2nd, Des Moines, Iowa, 1977)
Available from-SALT Society, 2740 Richmond, Des Moines, Iowa 50317 ($12.00, Quantity $10.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affective Behavior, Creativity, Elementary Secondary Education, Emotional Response, Humanistic Education, *Instructional Innovation, *Language Instruction, *Learning Motivation, Learning Processes, *Learning Theories, *Motivation Techniques, Postsecondary Education, *Second Language Learning, Teacher Education, *Teaching Methods
Identifiers-*Suggestopedia

Ten papers are presented dealing with the rationale, theory, methodology, development, and teacher-training in the suggestopedic systems of second language instruction. The papers are as follows: (1) The Bulgarian Experience,'' by Georgi Lozanov; (2) Swedish Commentary on Suggestopedia,'' by Christer Landahl; (3) Suggestology in the United States,'' by Owen L. Caskey; (4) Practical Developments and Theoretical Concepts of Suggestopaedia in Language Teaching in Canada,'' by Gabriel Racle; (5) The Training of Foreign Language Teachers in the Suggestopedic System of Education,'' by Krasimira Pashmakova; (6) A SALTy Interlude: Suggestion, Sight Words, Statistics and the Single Wing,'' by Allyn Prichard; (7) Problems and Prospects for SALT/Suggestopedia,'' by Donald H. Schuster; (8) Suggestopedia and Creativity,'' by Jonathan D. Edwards; (9) A Candid Conversation Between Georgi Lozanov and Don Schuster,'' by Allyn Prichard; and (10) Panel Discussion: Theory and Practice of Suggestopedic Instruction,'' by D. H. Schuster and C. A. Gritton. SALT announcements and the index to Volume 2 complete the issue. (AMH)

ED 165 461 FL 009 958

Sources of Materials for Minority Languages: A Preliminary List.
National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-41p.
Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50, over 30 copies, $3.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-American Indian Languages, Arabic, Armenian, *Bilingual Education, Cambodian, Chinese, Elementary Secondary Education, English (Second Language), French, Greek, Haitian Creole, Hebrew, Hungarian, *Information Sources, *Instructional Materials, Italian, Japanese, Korean, *Language Instruction, Lao, Malayo Polynesian Languages, Minority Groups, Panjabi, Portuguese, *Resource Materials, Russian, Tagalog, Thai, *Uncommonly Taught Languages, Vietnamese

A list is presented of resources for information on bilingual programs and materials in languages other than Spanish. The entries are arranged in four categories: East Asian,'' Native American,'' Territories of the Pacific,'' and Other Languages.'' The specific languages listed are: Cambodian, Chinese, Hmong, Japanese, Korean, Laotian, Thai, Vietnamese, Native North American Languages, Alaskan Native American Languages, Arabic, Armenian, Pennsylvania Dutch, French, Greek, Haitian Creole, Hebrew, Hungarian, Ilokano, Italian, Portuguese, Punjabi, Russian, and Tagalog. The entries include availability information, addresses of organizations and schools, cost information and a brief description of the programs and/or materials. (AMH)

ED 165 462 FL 009 959

Montemayor, Aurelio Manuel Stillman, Garry

Integrating Library Skills Instruction into the Bilingual Bicultural Classrooms or Preventing LESA Future Shock.

Intercultural Development Research Association, San Antonio, Tex.

Pub Date- 78

Note-7p.; Page 7 may not reproduce clearly due to small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Students, Curriculum Development, Curriculum Guides, *Curriculum Planning, Elementary Secondary Education, Information Needs, Information Science, Information Seeking, Information Utilization, *Library Instruction, Library Role, *Library Skills, Relevance (Education), *Student Needs, Teaching Methods, Teaching Models

Identifiers-*Limited English Speaking Ability

This model, a preliminary overview, suggests that learning library skills be integrated into bilingual bicultural programs, as limited English speaking ability (LESA) students need information skills to cope with a world in which current information is essential. Integrated library skills instruction, in which collaboration between teachers and librarians is necessary, is defined as two sets of general curricular and library skills objectives, activities, and assessments merged into a unified curriculum. Support for this instruction lies in the hypothesis that classroom teachers have a dominant role in influencing a student's library use or non-use, that library skills are taught most effectively when instruction is integrated into the actual curriculum, and that library skills should be taught as basic thinking and learning skills that provide a means for attaining other learning objectives and not as ends in themselves. General suggestions for implementation of such a program are given, and a table of steps for this process is appended. (MHP)

ED 165 463 FL 009 960

Love, Reeve

Yo Estoy Bien, Tu Estas Bien: An Introduction to TA in the Bilingual Classroom.

Intercultural Development Research Association, San Antonio, Tex.
Pub Date- 78
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, *Bilingual Students, *Classroom Techniques, Identification (Psychological), Individual Psychology, Interaction Process Analysis, Psycholinguistics, *Self Actualization, *Self Concept, *Self Determination, Social Psychology, Social Relations, Teacher Role, Teaching Methods
Identifiers-Berne (Eric), *Transactional Analysis

This study presents a rationale for working with the principles of transactional analysis (TA) in the bilingual/bicultural classroom, particularly to develop the child's self-concept. The two basic premises of TA are that all human beings have a fundamental worth that is neither increased nor decreased by anything they may do or refrain from doing, and that we are responsible to a great extent for choosing our own feelings and for deciding how to act upon them. The implications of these premises for the bilingual classroom are enormous: if a child's self-concept is consistently eroded by early and continued academic failure, if the language spoken by those he loves most is treated as a second-rate idiom, and if his home culture is denigrated or ignored, the conclusions that child comes to regarding his essential worth may not be positive ones. The objectives of applying the principles of TA to the bilingual classroom include providing a nurturing environment where positive strokes'' are freely given and received by all students and by the teacher; facilitating communication by teaching new communications skills; and giving students tools they can use in taking responsibility for their own actions and reactions and stopping inappropriate reactions. When these objectives are met, student self-concept is enhanced and learning can take place more readily, pleasurably, and effectively. (EJS)

ED 165 464 FL 009 962

Peter, Katherine

Sapir John Haa Googwandak, No. 6.

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Mar 76

Grant-NEH-RO-20196-74-54

Note-26p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-English; Athapascan

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Elementary Secondary Education, *Folk Culture, *Instructional Materials, Language Instruction, Reading, Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages

Identifiers-Alaska

This reader is intended for use in a bilingual education setting and is geared towards students who are competent speakers of Gwitch'in Athabaskan with knowledge of the writing system. The last in a series of six booklets, it presents two ethnographic accounts of Athabaskan life at time of first contact: Fort Yukon'' and Ducks in our Country.'' An English translation is included. (AMH)

ED 165 465 FL 009 963

Peter, Katherine

Sapir John Haa Googwandak, No. 5.

Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Oct 75
Grant-NEH-RO-20196-74-54
Note-25p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-English; Athapascan
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Elementary Secondary Education, *Folk Culture, *Instructional Materials, Language Instruction, Reading, Reading Instruction, *Reading Materials, *Tales, Uncommonly Taught Languages
Identifiers-Alaska

This reader is intended for use in a bilingual education setting and is geared towards students who are competent speakers of Gwitch'in Athabaskan with knowledge of the writing system. The fifth in a series of six booklets, it presents two mythic and ethnographic accounts of Athabaskan life at time of first contact: The Moose Among the Chandalar People'' and A Story of Mysterious Sounds.'' An English translation is included. (AMH)

ED 165 466 FL 009 966

Korn, Caroline A.
Teaching Language Through Science.
Pub Date-78
Note-11p.; For related document see FL 009 207; Paper presented at California Association of Teachers of English as a Second Language Conference (San Francisco, California, March 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Objectives, Bilingual Education, Classroom Techniques, English (Second Language), Grammar, *Integrated Activities, *Interdisciplinary Approach, Language Ability, Language Development, *Language Instruction, *Science Activities, *Science Instruction, Spanish, *Teaching Methods, Vocabulary Development
Identifiers-*Science Language Correlation

This article presents a rationale for correlation of science with language instruction, whether English as a second language (ESL) or first language development. Science can provide a conceptual base for vocabulary and syntactic development. Numerous studies indicate that language ability can be significantly increased through participation in activity science programs. Units can be developed around students' previous experiences building upon their present knowledge and developing self-esteem. Focusing on behavioral objectives will help in planning science activities. Group work which will encourage student discussion and cooperation toward a goal should be planned. Suggested topics for units or learning centers include Foods of Ancient America,'' Mother's Medicines,'' and Clay Like the Indians Used.'' (Author/EJS)

ED 165 467 FL 009 968

Teaching English to Cambodian Students. General Information Series No. 18. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Arlington, Va.
Pub Date-Nov 78
Note-40p.
Available from-National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adult Students, Alphabets, *Cambodian, *English (Second Language), *Indochinese, *Instructional Materials, Language Instruction, Morphology (Languages), Phonetic Transcription, Pronunciation, *Pronunciation Instruction, Refugees, Romanization, *Second Language Learning, Syntax, *Teaching Guides, Written Language
Identifiers-Khmer

The three purposes of this guide are to provide information on the Khmer language, alphabet, and educational systems which will be useful to Americans teaching English to Cambodian refugees; to give specific suggestions for teaching Cambodians to write the English alphabet; and to provide teaching materials that deal with the particular pronunciation problems Cambodians have in learning English. The Khmer language is briefly described in terms of its origin and history; its sounds syllables, vowels, consonants, diphthongs, intonation patterns; its word formation prefixes, infixes, suffixes; and its sentence structure. The Khmer alphabet is discussed, and the history of education and literacy in Cambodia is briefly traced. A short overview of teaching English to Cambodian refugees is presented as is general information on pronunciation lessons, fourteen of which are included in the guide. Sources for further reference are appended. (EJS)

ED 165 468 FL 009 969

Using the Foreign Language Assistant: A Guide to Good Practice.

Central Bureau for Educational Visits and Exchanges, London (England).; Centre for Information on Language Teaching, London (England).; National Association of Language Advisers, London (England).

Pub Date-77
Note-32p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Conversational Language Courses, Higher Education, *Language Instruction, *Language Programs, Modern Language Curriculum, Native Speakers, Secondary Education, *Second Language Learning, *Teacher Education, Teaching, *Teaching Assistants, *Teaching Experience, Teaching Methods, Tutoring

The guide is addressed to the colleagues of the foreign language assistant in the languages departments since the assistant's work, to a large extent, depends on a successful relationship with them. The foreign language assistant is defined as a native speaker of a foreign language, e.g. French, German, Spanish, Italian, who serves in a British school for a 1-year appointment. Assistants are usually between 20 and 25 years old, female, and future teachers. It is asserted that the formerly restricted role of the assistants, that of preparing oral examinations, providing the only spoken foreign language pupils ever heard (in some cases), and minimal involvement in departmental activities, should now involve the development of all language skills for a wider range of pupils. It is pointed out that this new role consists not only of linguistic and social contact with pupils, but of the preparation of materials and in-service training of language teachers. A summary of the main administrative arrangements that are typically made before an assistant arrives at a school is presented. The assistant's arrival and induction at the school are described, and the assistant's role in the school and in the classroom (middle school, intermediate level, sixth form) are also discussed. One appendix summarizes aids and activities for the assistant and another lists reference materials. (EJS)

ED 165 469 FL 009 970

Eddy, Peter A.

The Effect of Foreign Language Study on Verbal Ability in the Native Language: A Review of Evidence.

Pub Date-23 Aug 78
Note-21p.; Paper presented at International Conference of Applied Linguistics (5th, Montreal, Quebec, Canada, August 23, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Tests, Bilingualism, *Communicative Competence (Languages), *Fles, French, *Language Ability, Language Instruction, Language Processing, Language Programs, Language Research, Language Tests, Latin, Literature Reviews, Modern Language Curriculum, *Second Language Learning, Spanish, Thought Processes, *Transfer of Training, *Verbal Ability
Identifiers-*Native Language Ability

This paper examines some experimental evidence relating to the influence of second language learning on native language performance, including results from elementary school Latin programs, research on bilingualism and intellect, and elementary school programs in modern languages. Some studies of Latin FLES programs show that specially designed Latin curricula appear to improve English language arts test scores, although results are not always statistically significant. Studies in bilingual, immersion, and language-switch programs appear to have only marginal relevance, since determining variables are usually sociological, economic, or political rather than linguistic. Also, the difference between learning a language in a communicative setting as opposed to the traditional foreign language classroom must be accounted for. Studies comparing English language arts scores of French and Spanish FLES students with scores of non-language learners are not conclusive; those indicating a positive impact are susceptible to criticism. More conclusive evidence concerning the influence of foreign language study on native language usage will be provided only by a longitudinal study which takes into account I.Q., English ability before taking foreign language, socioeconomic status, language of the home, experience abroad, high school curriculum, language studied, and grade received. Tabular data are included. (EJS)

ED 165 470 FL 009 972

Wilson, Perkins
Guide to French Noun Gender.
Pub Date-78
Note-44p.
Available from-Perkins Wilson, 204 Tuckahoe Blvd., Richmond, Virginia 23226 ($1.50 plus handling and shipping; $1.20 for 30 or more plus handling and shipping)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adjectives, *Determiners (Languages), *Form Classes (Languages), *French, Function Words, *Grammar, Instructional Materials, Language Patterns, *Morphology (Languages), *Nominals, Pronouns, Sentence Structure, Suffixes, Syntax
Identifiers-*Noun Gender

This guide presents a system for determining the gender of French nouns that has been tested against 12,000 pages of general reading: novels, history, social science, law, finance, and the Bible. The guide discusses the rules for determining gender and also presents various lists of the non-routine or exceptions to the rules. It is asserted that French nouns fit into 20 patterns that cut the gender-memory effort by at least 90-92%; the system's underlying principle is management by exception'': using patterns to isolate the non-routine nouns for special attention. The guide is organized into three phases'' of increasing difficulty or complexity: phase I discusses non-mute (-e) nouns, natural persons (individuals), general mute (-e) nouns, and mixed-consonant mute (-e) nouns; phase II covers nouns from adjectives, ellipsis, (-que) nouns, chemical elements and compounds; and phase III includes gender profiles, notes for further study and an advanced list of exceptions for businessmen, and the why and how'' of the mute (-e) masculines. (EJS)

ED 165 471 FL 009 976

Norman, Gordon Metcalf, Vivian
Quliyangua'it Paluwigem Uciinii'in.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date- 77
Note-21p.
Language-Sugpiaq
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Alaska Natives, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Eskimo Aleut Languages, *Instructional Materials, *Language Instruction, *Reading Materials, Second Language Learning, Uncommonly Taught Languages
Identifiers-Sugpiaq, Yupik

This illustrated reader in the Sugpiaq (Yupik Eskimo) language contains two stories, Iwankuk Miisaa-Llu'' (John and Mike) and Asiihnguarqaq Alma'' (Big Bad Alma), written by seventh graders. It is intended for use in an elementary school bilingual education setting. An English translation is appended. (NCR)

ED 165 472 FL 009 981

English as a Second Language Bibliography: Adults.

National Clearinghouse for Bilingual Education, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-34p.
Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209 ($4.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Education, Adult Students, *Annotated Bibliographies, *Communicative Competence (Languages), Employment Opportunities, *English (Second Language), *English for Special Purposes, Grammar, *Instructional Materials, *Language Instruction, Language Proficiency, Pronunciation, *Reading Materials, Second Language Learning, Teaching Guides, Textbooks, Verbal Communication, Vocational Education

This bibliography provides the teacher of adult limited-English speakers with a list of the books which are available to help them learn English. The focus is on the adult who is interested in immediate employment or vocational training in English. Materials written for college or university-bound adults are not included. A list of articles, books, and bibliographies have been compiled which may assist the instructor in preparing activities for his adult ESL students. The bibliography is divided into the following parts: (1) ESL Texts; (2) Supplementary Materials: Vocational Education; (3) Supplementary Materials: Employment and Survival Skills; (4) Pronunciation Materials; (5) ESL Tests; and (6) Teacher Aids. (Author/NCR)

Gonzalez, Gustavo

The Acquisition of Spanish Grammar by Native Spanish Speaking Children.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-84p.

Available from-National Clearinghouse for Bilingual Education, 1500 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Child Language, *Grammar, Interviews, *Language Development, Language Learning Levels, Language Patterns, Language Research, Language Tests, Morphology (Languages), Native Speakers, Phonology, Preschool Children, Psycholinguistics, Sentence Structure, *Spanish, *Spanish Speaking, Speech Communication, Syntax, *Verbal Communication

The normal sequence of development of Spanish phonology and Spanish grammatical patterns in the speech of native Spanish-speaking children, two to five years old, was studied to determine the syntactic structures and range of language variability at each chronological age level. Middle-class children, living in the Lower Rio Grande Valley of Texas, whose parents earned between $4500 and $20,000 a year, were interviewed for a total of about two hours. The elicitation technique was basically conversational and materials of different types were used, including dolls, cars, and storybooks. The first interview consisted mostly of general questions; the second concentrated on verb tenses and moods; and the final interview included a morphology test which utilizes Spanish nonsense words. An experimental Spanish phonology test was also administered. The child was asked to repeat certain sentences that contain all the phonemes and significant allophones of Spanish. Syntactic structures found in each age group, a discussion of certain grammatical features, and an examination of the deviations encountered at the age levels are presented. Examples are given for almost every structure, but the deviations are not included. It is suggested that the findings would be valuable to kindergarten and primary teachers, curriculum writers, and test developers. (SW)

Oyama, Susan

The Sensitive Period and Comprehension of Speech. Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-Oct 78
Contract-OEC-72-1403
Note-18p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Learning, Adults, *Cognitive Processes, Immigrants, *Language Development, *Language Processing, Language Proficiency, Language Research, Language Skills, Linguistic Theory, *Listening Comprehension, *Neurolinguistics, *Second Language Learning, Speech Communication
Identifiers-*Critical Period Hypothesis

Recent studies in productive phonology among immigrants have supported the case for the existence of a critical or sensitive period in language acquisition. The present study proposes that the case for a sensitive period would be further strengthened by the discovery of comparable age effects for other linguistic abilities such as listening comprehension. It was hypothesized that the most powerful predictor of comprehension would be the age at which the individual had begun using English and that the amount of practice with second language and other attitudinal and usage variables would show only indirect relationships with comprehension skill. Sixty male Italian immigrants listened to taped English sentences masked with background noise at four signal-to-noise ratios. Comprehension scores were correlated with age of beginning English but were not predicted by number of years in the United States or by other variables investigated. Scores of those who arrived before early adolescence resembled those of native speakers, while those subjects who began English toward the end of adolescence showed a marked comprehension deficit. These results supported the hypothesis that a sensitive period exists for the acquisition of a second language. The discussion explores the sensitive period as a developmental concept and treats two themes that occur frequently in the acquisition literature: the importance of motivation and the role of input. (Author/AMH)

ED 165 475 FL 009 984

Genesee, Fred

Second Language Learning and Language Attitudes. Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 78

Note-24p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Bilingual Education, Communicative Competence (Languages), Elementary Secondary Education, *French, *Immersion Programs, *Language Attitudes, Language Instruction, Language Proficiency, Language Programs, *Language Role, Language Skills, Language Usage, Questionnaires, *Second Language Learning, Social Attitudes, Sociocultural Patterns, *Student Attitudes, Student Motivation, Students, Surveys

Identifiers-Canada, Quebec (Montreal)

An investigation was undertaken to assess student attitudes toward learning and using French and their reasons for studying it. It was felt that a more thorough investigation of these issues might help to broaden knowledge of some of the non-educational, social consequences of immersion programs. English-speaking students in sixth and eleventh grades in both immersion classes and regular French programs were given a questionnaire intended to evaluate their feelings about using French, their actual use of the language outside school settings, their motivations for learning French, and their perceptions of their own competence in it. At the same time, the immersion students were asked to assess the immersion program itself. Results indicated that the immersion students felt more at ease about speaking French and were more competent than students in the regular program. However, there was no indication that immersion students sought opportunities to express themselves in French. These results were explained in relation to three possible variables: (1) the speaking skill was felt to be weaker than other language skills; (2) students' long-range motivation factors effectively minimized immediate usage; and (3) students' usage of the language reflected general social norms in the community. Finally, it is noted that immersion students were generally satisfied with the program and recommended it to other students. (Author/AMH)

ED 165 476 FL 009 986

Cohen, Andrew D. Fine, Jonathan

Reading History in English: Discourse Analysis and the Experience of Native and Non-Native Readers. Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 78

Note-20p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, Comprehension Development, Content Reading, *Discourse Analysis, *English (Second Language), *English for Special Purposes, Language Development, Language of Instruction, Language Research, Native Speakers, Post Secondary Education, Readability, *Reading Comprehension, *Reading Development, Reading Skills, *Second Language Learning, Student Motivation, Vocabulary

This paper is the fourth in a series of studies focusing on the problems that Israeli students encounter in reading technical texts in English. This study deals with non-native students' understanding of what they read and on how their understanding compares with that of natives. Also being tested is a method for investigating students' understanding of texts. The theory of cohesion developed by Halliday and Hasan provided the researchers with a useful tool for analyzing the target text and for generating a series of questions. These questions were asked of a small number of native and non-native readers of English. It was found that cohesive factors distinguished non-native from native readers but it was not established which of these factors was most important in the reading process. It is suggested that collecting introspective information from non-native informants about how they answer comprehension questions could be helpful in understanding second-language reading. (Author/NCR)

ED 165 477 FL 009 987

Serapiglia, Theresa

Comparison of the Syntax and Vocabulary of Bilingual Spanish, Indian, and Monolingual Anglo-American Children. Working Papers in Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-78

Note-17p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bilingual Education, Bilingualism, *Bilingual Students, *Comprehension Development, Elementary Education, Expressive Language, Grammar, *Language Development, Language Proficiency, Language Research, *Language Skills, Linguistic Performance, Receptive Language, Second Language Learning, Syntax, Verbal Development, Vocabulary Development, *Vocabulary Skills

The purpose of this study is to compare the English syntactic structures produced in spontaneous oral language and the receptive English syntactic and vocabulary skills of bilingual Spanish and Indian children and monolingual Anglo-Americans, all of whom qualify for Title I elementary schools (Grades 1-6). People in Action, the Northwestern Syntax Screening Test (NSST), and the Peabody Picture Vocabulary Test (PPVT) were used to compare the subjects on these skills. Significant results were found when using multivariate analysis of variance on the three dependent measures of syntactic and vocabulary performance on the three levels of language. Multivariate, along with univariate, analysis showed significant differences on these variables among grade levels. Bilingual Spanish and Indian children were less able to comprehend verbal information as shown through the PPVT, and to understand and produce English syntactic structures as determined by their NSST and Developmental Sentence Analysis Procedure performances, than their monolingual Anglo-American peers. It is concluded that educational programs should be varied to match the language performance of individual children rather than be based on group scores, and therefore, majority language instruction and modifications of the manner of presentation of verbal instruction are needed for bilingual students in Grades 1-6, as well as inclusion of syntax and vocabulary instruction in the curriculum at all grade levels. (MHP)

ED 165 478 FL 009 988

Canale, Michael Mougeon, Raymond

Problemes poses par la mesure du rendement en francais des eleves franco-ontariens (Problems Posed by the Measurement of Proficiency in French Among Franco-Ontarian Students). Working Papers on Bilingualism, No. 16.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-Oct 78
Note-20p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts)
Language-French
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, Dialect Studies, *Educational Policy, Elementary Secondary Education, Error Analysis (Language), *French, Language Maintenance, *Language Proficiency, Language Research, Language Styles, Language Usage, *Language Variation, Minority Groups, *Nonstandard Dialects, Sociolinguistics, Speech Communication, Standard Spoken Usage, Test Interpretation
Identifiers-Canada, Ontario

This study examines the hypothesis that the French used by a large number of Franco-Ontarians represents a linguistic system (or several systems) that differs from Standard French. In addition, a review of previous research leads to the inverse hypothesis, that Ontarian French represents a body of different systems or sub-systems that are more or less related to Standard French. It is proposed that Ontarian French is as valuable and efficient a communicative tool as is Standard French, when used among Franco-Ontarians in informal, everyday communication. The implications of this hypothesis are also examined with respect to: (1) interpretation of results on proficiency tests of Standard French, (2) development of further instruments to measure the proficiency of Franco-Ontarian students in French, and (3) development of classroom materials that focus on the particular needs of these students. (Author/AMH)

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 9 No. 4.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-78
Note-139p.; Parts may not reproduce clearly due to small print
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Language-German
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 81 items in this issue appeared in 1977 and 1978 but some are dated earlier. Althought the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 165 480 FL 010 002

Jelinski, Jack
Teaching the Subjunctive.

Pub Date-May 77
Note-31p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Grammar, Higher Education, *Instructional Materials, *Language Instruction, Morphology (Languages), Secondary Education, Second Language Learning, Sentence Structure, *Spanish, Supplementary Textbooks, Syntax, *Teacher Developed Materials, *Teaching Guides, Teaching Methods, *Verbs
Identifiers-*Subjunctives (Verbs)

An approach to teaching the subjunctive in the foreign language classroom is presented here. Based primarily on the work of the linguist William Bull, the numerous and vague ``rules'' are reduced to two essential principles that determine subjunctive use. The materials consist of a sixteen-page teaching guide, an outline for student use, and a set of coordinated exercises that explain the principles that govern the use of the subjunctive. The approach is designed for use with any first-year Spanish text that divides the subjunctive presentation into an analysis of the noun clause, the adjectival clause and the adverbial clause. Many drills and exercises from other textbooks may be used with it. Since first-year texts present subjunctive concepts alonq with the forms for the present subjunctive before introducing the imperfect, this approach uses the present tense in all examples and exercises. By translating or ``backshifting'' the main verbs into the past, the exercises are easily adaptable for teaching the past subjunctive as well. (Author/AMH)

ED 165 481 FL 010 007

Spolsky, Bernard, Ed.

Approaches to Language Testing. Advances in Language Testing Series: 2. Papers in Applied Linguistics.

Center for Applied Linguistics, Arlington, Va.
Pub Date-Aug 78
Note-81p.
Available from-Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 ($4.95)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Applied Linguistics, Diagnostic Tests, Educational Psychology, Educational Theories, *Language Proficiency, *Language Tests, Linguistic Theory, *Measurement Techniques, Pragmatics, Prognostic Tests, Psycholinguistics, *Psychometrics, Sociolinguistics, *Testing

This volume, one in a series on modern language testing, collects four essays dealing with current approaches to language testing. The introduction traces the development of language testing theory and examines the role of linguistics in this area. The Psycholinguistic Basis,'' by E. Ingram, discusses some interpretations of the term psycholinguistics'' and relates them to traditional and recent language testing practices. Psychometric Considerations in Language Testing,'' by J.L.D. Clark, discusses aspects of psychometric practice with regard to three broad categories of purpose within the area of language testing: (1) prognostic testing, (2) diagnostic testing, and (3) proficiency testing. The Sociolinguistic Foundations of Language Testing,'' by J.A. Fishman and R.L. Cooper, illustrates the usefulness of a sociolinguistic approach and provides justification for it by the construction of language assessment procedures. Pragmatics and Language Testing,'' by J.W. Oller, Jr., discusses in historical perspective the major concepts of pragmatics and relates them to language testing. (AM)

ED 165 482 FL 010 008

Linder, Cathy, Ed.

Oral Communication Testing: A Handbook for the Foreign Language Teacher.

American Association of Teachers of French.

Pub Date-77

Note-84p.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60077 ($7.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), Elementary Secondary Education, *French, Higher Education, Language Fluency, Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, *Language Tests, *Listening Comprehension, Listening Tests, Second Language Learning, *Speech Communication, *Testing, Test Selection, Verbal Communication, Verbal Tests

Identifiers-*Conversation

This handbook is a compendium of communication testing techniques submitted by French teachers from the United States, France, and Canada. The majority of the handbook consists of sample oral communication tests. The introductory section defines communication, outlines communications testing, and discusses listening comprehension, oral expression, and conversation. A general scoring system adapted from the Foreign Service Institute rating procedures by Bartz and Schulz is outlined, based on fluency, comprehensibility, amount of communication, and quality of communication. The sample communication tests are organized by category: listening comprehension, oral expression, and conversation. Within each category, the following sequencing is presented: beginner level, beginner-intermediate level, intermediate level, intermediate-advanced level, advanced level, and all levels (beginner, intermediate, and/or advanced). Information is presented on test preparation, administration, and scoring. Sample scripts and the English equivalents are provided, and a few diagrams are included. (SW)

ED 165 483 FL 010 009

Williams, Linda K.
The Implications of Spanish Language Interference in E.S.L. Reading.
Pub Date-May 78
Note-82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Bilingualism, Black Dialects, Comparative Analysis, Content Reading, Elementary Secondary Education, *English (Second Language), Error Analysis (Language), Higher Education, *Interference (Language Learning), Language Skills, Literature Reviews, Nonstandard Dialects, Oral Reading, Phonology, Reading Comprehension, Reading Development, *Reading Instruction, *Reading Skills, *Second Language Learning, Semantics, Sociolinguistics, *Spanish Speaking, Syntax, Teaching Methods

This paper examines the questions of whether or not previous knowledge of Spanish (oral and/or written) interferes with an English as a second language (ESL) student's acquisition of English reading skills, which skills are affected, and what classroom techniques are successful in dealing with it. Two contrasting views of reading are examined: emphasis on oral reading skills and on reading for meaning. A review of the current literature includes: (1) tables illustrating sociolinguistic differences between Black English speakers and Spanish-speaking ESL students, (2) conclusions based on current literature and the author's experiences, and (3) Spanish vs. English sound/symbol relationships. Problems that are identified with the current literature are the undefined use of the terms bilingual'' and bilingualism,'' the nonlinguistic use of the term interference,'' failure to distinguish between interference and insufficient knowledge of English, and misinterpretations of sources. Do's'' and don'ts'' for teaching ESL reading to native speakers of Spanish and a bibliography are included. (Author/SW)

Magnhagen, Arvid

Round the Globe with Young Pen-Friends and Tape-Friends. IATEFL Newsletter, No. 54.

Pub Date-Aug 78

Note-5p.; Adaptation of paper presented at the International Conference of the IATEFL (10th, London, England, April 11-14, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Communicative Competence (Languages), Cultural Education, *Cultural Exchange, *English (Second Language), *Intercultural Programs, Intergroup Education, International Educational Exchange, *International Programs, Language Instruction, *Letters (Correspondence), Secondary Education, Secondary School Students, *Second Language Learning, Student Participation, Tape Recordings

A teacher of English in Sweden reports on experiences in organizing international school correspondence and tape exchange in English classes. Goals of the correspondence are the teaching of language, teaching of the culture of other countries, and promoting better international understanding. School correspondence can provide plenty of popular nonfiction learning material that is useful in practicing and improving communicative skills. To promote communicative skills, the technique of dialogue in tape-slide shows has been used; pictures can be described through questions and answers in a relay dialogue. Students can bring their letters to read aloud in class, with commentaries in English, if possible. It is suggested that presenting pupils with verbal and pictorial items such as recordings, magazines, and song texts from English-speaking countries can stimulate interest in international correspondence. (SW)

ED 165 485 FL 010 012

Kemper, Susan

On the Role of Conversational Implication in Proverb Comprehension.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-78
Grant-NIMH-5-T01-MH08520-15
Note-20p.; Paper presented at the Interdisciplinary Conference on Linguistics (4th, Louisville, Kentucky, April 1978) ; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Communication (Thought Transfer), Context Clues, *Figurative Language, *Language Processing, Language Research, Linguistic Theory, Listening, *Listening Comprehension, Listening Skills, Literature Reviews, Models, *Proverbs, Psycholinguistics, *Speech Communication
Identifiers-*Conversation, Grice (H P), Implication

The experiments described in this paper compare inference-based and expectancy-based models of the comprehension of indirect, non-literal expressions. The inference-based model claims that the comprehension of non-literal meanings requires more and deeper processing than the comprehension of literal meanings. The expectancy-based model rests on the presupposition that the speaker will respect Grician principles of conversation and will supply any information the hearer needs to know. The inference-based model discounts the relevance of this information in the inference process. The three experiments examined comprehension latencies for unfamiliar proverbs used both literally and figuratively after paragraphs of two lengths. In all three experiments, figurative uses of the proverbs were understood more rapidly than literal uses, and proverbs following long paragraphs were understood more rapidly than proverbs following short paragraphs. The data supported the hypothesis that comprehension is a unitary process concerned with determining what the other speaker means, and that ease of understanding is proportionate to the amount of shared information and presuppositions. Novel, non-literal uses of language are not intrinsically more difficult to understand than literal uses. (Author/AMH)

ED 165 486 FL 010 013

Marks, Sonia

Going Beyond the Signal: Strategies in Comprehension.

Pub Date-Dec 77
Note-7p.
Journal Cit-Australian Review of Applied Linguistics; v1 n1 Dec 1977
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cognitive Processes, Communication (Thought Transfer), Deep Structure, Information Theory, Language Instruction, *Language Processing, Language Skills, Linguistic Theory, *Listening Comprehension, Literature Reviews, Perception, Psycholinguistics, *Reading Comprehension, *Reading Processes, *Second Language Learning
Identifiers-*Guessing

This paper reviews some of the strategies the receiver uses in the process of comprehending a message in a foreign language and discusses some of the ways in which the listener/reader goes beyond the actual physical form of the message during this process. The role of guessing is discussed in the context of the following theories: the signal-detection theory, information theory, an analysis-by-synthesis theory of perception and linguistic theory. The signal-detection theory implies that a process of decision-making is involved in comprehension. Information theory yields a definition of information as "the reduction of uncertainty." An analysis-by-synthesis theory of perception attributes to the perceiver an ability to predict and check "what goes with what." Finally, experiments in linguistic theory show that recall of sentences is meaning-preserving. Of particular interest is the work of Bever in listening and Schlesinger in the reading process. Their studies focus attention on anticipation as a strategy for comprehension, a finding consistent with an analysis-by-synthesis theory of perception. Although most experimental work has concentrated on the perceiver's ability to decode or anticipate the signal, many studies demonstrate the subjects' capacity to compound information which can be inferred from the information they are given. In conclusion, the implications of this discussion for the language teaching situation are indicated. (Author/AMH)

ED 165 487 FL 010 014

Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Current Issues in Second Language Teaching: Fifth of a Series.

New York State Education Dept., Albany.
Pub Date-78
Grant-G0077C0041
Note-83p.; For related document, see FL 010 015
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Audiolingual Methods, Child Language, Cognitive Processes, Emotional Development, *English (Second Language), Language Development, *Language Instruction, Language Research, *Language Teachers, Learning Theories, Linguistic Theory, Nonverbal Communication, Personality Development, *Second Language Learning, Syntax, Teacher Certification, Teacher Education, *Teaching Methods
Identifiers-Community Language Learning, Silent Way

This volume contains six essays on both theory and practical learning techniques for second language learning. In ``Towards a Synthesization of Teaching Methodologies for TESOL,'' James W. Ney discusses synthesizing the audio-lingual approach and the cognitive-code theory of language learning. In ``Should We Teach Children Syntax?'' Heidi C. Dulay and Marina C. Burt provide data on the ``habit formation'' vs. ``creative construction'' nature of second language learning by children and report on a second study that sought to determine whether there is a natural sequence in children's acquisition of basic syntactic structures in learning different second languages. In ``Community Language Learning: A Discussion and Some Questions,'' Richard L. Light addresses the emotional as well as the cognitive aspects that are involved in learning. In a review of Caleb Gattegno's book, ``Teaching Foreign Languages in Schools: The Silent Way,'' Earl W. Stevick describes the Silent Way, which involves temporary silence after the teacher presents new material. In ``Non-Verbal Communication in the Classroom: A Frill or a Must?'' Carmen Judith Nine-Curt discusses non-verbal communication across cultures in ESOL and bilingual classrooms, including kinesis (movement), proxemic (space), haptic (touching), and parakinesic dimensions of communication. In ``Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States,'' William E. Norris presents a revision of criteria adopted by the TESOL Guidelines Conference, May 1970, and a preliminary draft by James E. Alatis. (SW)

ED 165 488 FL 010 015

Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. English as a Second Language and Bilingual Education: Sixth of a Series.

New York State Education Dept., Albany.
Pub Date-78
Grant-OE-G0077C0041
Note-76p.; For related document, see FL 010 014
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Bilingual Education, *Bilingualism, Cooperative Programs, *Cultural Awareness, Cultural Differences, Cultural Education, Cultural Traits, Elementary Secondary Education, *English (Second Language), Higher Education, Kindergarten, Language Dominance,

*Language Instruction, Language of Instruction, *Second Language Learning, Sociolinguistics, Spanish, Values

This volume contains five essays on both theory and practical learning techniques for bilingual education and the study of English as a Second Language. In Bilingual Education: An International, Sociolinguistical Perspective,'' Joshua Fishman discusses transitional bilingualism, monoliterate bilingualism, partial and full biliterate bilingualism, compensatory programs, enrichment programs, and group maintenance programs. A Position Paper on the Role of English as a Second Language in Bilingual Education'' by the TESOL Organization seeks to promote better understanding and establish a positive professional relationship between the two fields. In Values Clarification Theory in ESL and Bilingual Education,'' Kathleen Green discusses some strategies that have been used successfully in a college-level ESL course for foreign students in the United States. In Language Choice in Bilingual Classrooms,'' Dorothy Legarreta examines quantitative language choices by teachers and pupils in Spanish bilingual kindergarten classrooms. In Measuring Values in Multilingual Settings,'' Jon Jonz seeks to place cultural differences and cultural similarities into clearer perspective and to decrease the probabilitV of the inappropriate application of educational models. General statements are made about the behaviors and beliefs expressed in an article entitled Cuban Child.'' In addition, a cultural index'' that was developed in a project is discussed. (SW)

ED 165 489 FL 010 018

Indochinese Refugee Alert Bulletin. Bulletin Number 11.
Center for Applied Linguistics, Arlington, Va.
Pub Date-Nov 78
Note-12p.
Available from-National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bibliographies, Credentials, Educational Background, Employment Programs, *English (Second Language), English for Special Purposes, *Federal Aid, Federal Legislation, Glossaries, *Indochinese, Instructional Materials, Language Programs, Legal Aid, *Refugees, *Resource Guides, Resource Materials, Textbooks

This guide for Indochinese refugees and related organizations and workers provides the following information: (1) summaries of bills passed by the 95th Congress that affect refugees and refugee programs; (2) grants awarded the Refugee Task Force of the Department of Health, Education, and Welfare for English as a second language (ESL) programs and employment projects for fiscal year 1978, listed by region and state; and (3) a description of a National Project for Indochinese Document Evaluation established at California State University at Long Beach to evaluate documents pertaining to a refugee's educational or employment background. Also provided is a list of new Refugee Education Guides that are available free from the National Indochinese Clearinghouse, a list of bilingual glossaries prepared for use in Indochinese countries, a contact for obtaining information on special legal services available to Indochinese refugees, and a list of two Vietnamese texts and three Hmong texts. (SW)

ED 165 490 FL 010 019

Hesse, M. G., Ed.
Approaches to Teaching Foreign Languages.
Pub Date-75
Note-329p.
Available from-American Elsevier Inc., Marketing Dept., 52 Venderbilt Avenue, New York, NY 10017 ($26.75)
Document Not Available from EDRS.
Descriptors-Classical Languages, Conventional Instruction, Conversational Language Courses, Diachronic Linguistics, *Educational History, *Educational Philosophy, *Educational Theories, Essays, Grammar, Greek, *Language Instruction, Latin, *Learning Theories, Linguistic Theory, Philosophy, Second Language Learning, Syntax, Teaching Methods, Teaching Styles

Works by European and American educators from the Renaissance to the twentieth century are presented. A historical re-evaluation of foreign-language teaching combined with the scientific approach of modern linguistics can provide valuable insights for current teaching and learning approaches. Selections are presented from the writings of the following educators: Desiderius Erasmus of Rotterdam, Martin Luther, Juan-Luis Vives, Sir Thomas Elyot, Sir Roger Ascham, Michel de Montaigne, Eilhard Lubinus, Johann Amos Comenius, Tannegui Le Fevre, Claude Lancelot, Geraud de Cordemoy, Jacques-Benigne Bossuet, John Locke, Jenkin Thomas Philipps, Immanuel Kant, Johann Gottfried von Herder, Johann Heinrich Pestalozzi, Johann Gottlieb Fichte, Johann Friedrich Herbart, Thomas Arnold, Charles W. Eliot, and Maximilian David Berlitz. The introduction to the volume summarizes the ideas of each of the educators. (SW)

ED 165 491 FL 010 021

Driver, Beth

Children's Negotiation of Answers to Questions, Working Papers in Sociolinguistics, No. 51.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-36p.
Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Language, *Classroom Communication, Cognitive Processes, Data Analysis, *Discourse Analysis, Elementary Education, *Interaction Process Analysis, *Language Development, Language Research, Linguistic Performance, Psycholinguistics, Response Mode, *Sociolinguistics, *Speech Communication, Student Teacher Relationship, Verbal Communication
Identifiers-*Answers, *Questions

The assumption that question-answer sequences consist of two moves was examined using data from recordings of second-grade classrooms in Austin, Texas. Interactions initiated by children's spontaneous questions in informal, small group settings were evaluated. Twenty-nine dialogue samples are presented and analyzed. Four issues in the study of interaction are discussed: the selection of data for analysis, the use of ``null set'' in discourse, recognition of a ``notable absence,'' and the usefulness of a two-move unit for describing events in conversation. The data indicate that answers are negotiated, and that three moves, rather than two, are required to accomplish an inquiry sequence: a question, a reply, and an evaluation. The status of a reply as answer or nonanswer is not determined until a questioner contributes his evaluation. A replier therefore does not know how his reply fits into an on-going conversation until the questioner reacts to it. (SW)

ED 165 492 FL 010 022

Irvine, Judith T.

Formality and Informality in Speech Events, Working Papers in Sociolinguistics, No. 52.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-24p.
Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, *Cross Cultural Studies, *Discourse Analysis, *Ethnography, *Interaction Process Analysis, *Language Research, Language Styles, Linguistic Patterns, Literature Reviews, Sociocultural Patterns, *Sociolinguistics, *Speech Communication
Identifiers-*Formality, Speech Events

This paper considers a distinction frequently used in sociolinguistics and ethnography of speaking to describe speech events: their formality or informality. Three principle meanings of ``formality'' found in the literature concern whether the formality relates to properties of a communicative code, properties of the social setting in which a code is used, or properties of the analyst's description. Four aspects of formality that apply cross-culturally are: (1) increased structuring of speech; (2) consistency in terms of the social significance of variants chosen at different levels of communicative expression; (3) invoking of positional identities of participants; and (4) emergence of a focus in speech interactions. The role of these variables in cross-cultural comparison and a comparison of certain speech events among the Wolof and Mursi are discussed. All societies seem to make distinctions among speech events according to the four aspects of formality. Comparisons within a society and between societies can be made according to how they connect the various aspects of formality and what concomitant effects formalizing a speech event will have. Formality, in this view, is largely a process of focusing, which can operate along various dimensions. (SW)

ED 165 493 FL 010 023

Zentella, Ana Celia

Code Switching and Interactions Among Puerto Rican Children, Working Papers in Sociolinguistics, No. 50.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-37p.
Available from-Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bilingual Education, *Bilingualism, *Bilingual Students, *Code Switching (Language), Communicative Competence (Languages), Elementary Education, English (Second Language), *Interaction Process Analysis, Interviews, Language Patterns, Language Research, Linguistic Patterns, Phonology, *Puerto Ricans, *Sociolinguistics, *Spanish Speaking, *Speech Communication, Syntax

This study of code switching among Puerto Rican children attending a New York City public school focuses primarily upon the correlation between interaction rules, as perceived by the participants, and code switching. Code switching strategies of a seven-year-old boy, an eight-year-old girl, and a 10-year-old girl in the bilingual third grade class were analyzed in two interactions: an individual interview with the researcher, a female New York Puerto Rican, and a domino game in which all three children participated. The interviews were conducted in both Spanish and English; the interviewer began in Spanish and then switched to English without warning. The study reaffirms other research concerning the ability of children to switch situationally with ease, the superior power/status of English vs. Spanish, and the use of stylistic or conversational code switching for emphasis, addressee specification, elaboration, and idiomatic expressions. The analysis also suggests that, as expected, bilinguals beyond the six-year-old "pre-operational stage" do not "only focus on one feature or variable of a situation at a time" (Genishi, 1976), but their language choices often reflect awareness of several social, linguistic, and situational variables. Child-adult dyads in question-answer interactions constrain code switching, and informal peer interactions stimulate it. Implications for bilingual education and appropriate research methodologies are briefly considered. Examples of dialogues are included. (SW)

Fishman, Joshua
The Spread of English: A Worldwide Factor in the Making and Breaking of Bilingualism. CATESOL Occasional Papers, No. 4.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date-78
Note-12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Biculturalism, *Bilingualism, *Cultural Pluralism, Developing Nations, *English (Second Language), Foreign Countries, Language Attitudes, *Language Planning, *Language Role, Language Usage, Monolingualism, Official Languages, Social Attitudes, Sociocultural Patterns, Sociolinguistics

English is spreading throughout the world far more rapidly than any other language; however, the level of sentimental attachment or genuine liking for English falls far short of the level of necessity-based desire to learn it. There is a possibility that the spread of English is decreasing: given some rapid economic or military change around the world, there could be a concomitant separation of peoples' attachment to English. In many countries, local authorities are engaged in language planning to foster the positive image of the national language for many functions for all people, and simultaneously to foster the spread of English in its function a difficult set of co-occurring goals. As the spread of English makes the rest of the world increasingly bilingual, the Anglophone world remains predominantly monolingual. There is substantial bilingual education in the United States, but it is primarily non-transitional; the level of functional bilingualism in the Anglo world is very low. The survival of America as a democratic civilization depends upon the survival of a pluralistic mythology through greater balance between English and the other languages in the U.S. It is the responsibility of CATESOL and all the TESOL's to work toward such a balance. (EJS)

ED 165 495 FL 010 036

Meeker, Sharon K.

Towards Independent Oral and Written Performance. CATESOL Occasional Papers, No. 4.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-78

Note-7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Class Activities, Classroom Techniques, Communicative Competence (Languages), *Conversational Language Courses, *Discussion (Teaching Technique), *English (Second Language), Grammar, Language Enrichment, *Language Experience Approach, Language Fluency, *Language Instruction, Learning Activities, Questioning Techniques, Second Language Learning, Speech Communication, *Teaching Methods, Vocabulary

This paper describes a technique for giving ESL (English as a second language) students with rather limited English ability an opportunity to talk on a regular basis. The technique takes into consideration: (1) the time limitations of the classroom; (2) the tendency of some students to dominate discussion and the need for giving others opportunities to talk without pressure; (3) teacher preparation time; (4) the teacher's need to "keep things going" in class discussion; and (5) usability as a regular part of class activities. The technique makes use of the language-experience approach, and with student-generated questions allows the class, in a sense, to do the teacher's preparation. It is highly productive in extracting the maximum amount of English that the student knows in both a formal and grammatical as well as an informal and communicative way, on a meaningful level. The four steps involved in the technique include: eliciting questions; small groups or pairs of students asking and answering questions; writing only the answers in a paragraph, like a story; and formal reading or speaking of corrected papers by students. The total time for these steps is 50 minutes or longer. The details of conducting these four steps and further suggestions are presented. (EJS)

ED 165 496 FL 010 039

Sasaki, Ruth A.

Story Squares. CATESOL Occasional Papers, No. 4.

California Association of Teachers of English to Speakers of Other Languages.
Pub Date-78
Note-18p.; Some figures may not reproduce clearly
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication Skills, Communicative Competence (Languages), *English (Second Language), Grammar, Instructional Aids, Language Fluency, *Language Instruction, *Language Skills, *Pictorial Stimuli, Pronunciation Instruction, Questioning Techniques, Second Language Learning, *Story Telling, Teaching Methods, Verbs, Visual Aids

A set of specific and practical ideas for teaching language skills are presented, centered around the use of charts or "squares" of pictures that represent ideas that can be expressed in basic English. The focus is a story square, a system of pictures tied together by a plot and presented to the class as a puzzle. Squares for pronunciation can be used to help increase the ability to aurally distinguish and orally produce sounds that are often confused. Squares have been devised to contrast the present perfect, the simple past, and the "going to" forms of verbs. The story square involves three phases: discovering the story, asking simple questions based on the square, and using the square to deal with more complex structures. For lower-level classes, the plot can be streamlined to include only the essentials, and drills are chosen to meet student needs. From a basic plot, details and embellishments can be added depending on the level of the class. A square that has been used successfully with an advanced class is presented. It is concluded that the goal of the story square is to help enhance students' cooperative learning skills, to help them master basic grammar, and to improve their fluency. (SW)

ED 165 497 FL 010 040

Schwabe, Tippy
Survival English for ESL Students in American Educational Institutions. CATESOL Occasional Papers, No. 4.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date-78
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Reading, *Basic Skills, Basic Vocabulary, College Instruction, College Students, Composition Skills (Literary), *English (Second Language), English for Special Purposes, Higher Education, Interpretive Skills, *Language Instruction, *Language Skills, Reading Skills, Research Skills, Student Needs, *Study Skills, Success Factors, *Teaching Methods, Writing Skills

The academic skills that students of English as a second language (ESL) require to survive in American educational institutions are identified, and ways of incorporating the skills into ESL classes or programs are suggested. The following academic skills are important to ESL students: (1) ability to take notes of lectures and textual materials; (2) ability to organize essay type examination questions and write accurately under the pressure of time; (3) ability to recognize and understand the thinking strategies implicit in objective type test questions; (4) ability to read at varying rates with high level comprehension; and (5) the ability to research and write a reference paper. Instruction can be individualized or in a group, but the skills should be introduced as systematically as possible. By using a syllabus, a teacher can proceed in structuring class lessons and activities as best fits each group of students. A procedure for teaching note taking is presented that is designed to help in outlining and in differentiating main divisions and ideas from supporting details. Each of the survival skills is introduced to the students, integrated with assigned texts, and reinforced through practice during the term. A formal outline pattern and a list of some useful materials for academic skills development classes and programs are appended. (SW)

ED 165 498 FL 010 041

Crain, Catherine

The Application of a New Method in Teaching ESL. CATESOL Occasional Papers, No. 4.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-78

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Applied Linguistics, Contrastive Linguistics, *Curriculum Development, *English (Second Language), French, Grammar, *Language Instruction, Linguistic Theory, *Teaching Methods, *Transformation Generative Grammar, Writing Skills

This paper describes a teaching method based on generative transformational grammar that has been successfully used in the ESL (English as a second language) classroom. The method and techniques are based on the Elgin-Rush study in which the problem of teaching basic writing skills to native English speakers was addressed. The present study addresses an extension of the use of the Elgin-Rush method to the teaching of grammar to intermediate ESL students. The method's underlying principles are to teach grammar by presenting the student with language data structured so as to isolate and illustrate one grammatical principle, and then to have the student formulate a rule that explains the data. The student will thus acquire more meaningful control of the grammatical rules of English, i.e. closer to the level of native competency. The 18 Algerian students involved in this study at San Diego State University were studying English to achieve high scores on the TOEFL (Test of English as a Foreign Language). The contrastive analysis technique was found most useful when used to illustrate only a specific presuppositional difference between the two languages. Four areas were chosen for grammar lessons: (1) the presuppositions of English verb combinations; (2) the presuppositions involved in complement choice in English; (3) the subordinating mechanisms of English other than use of complements; and (4) the function of prepositions in Engish. The ten exercises developed during the study are described, and samples are presented. (EJS)

ED 165 499 FL 010 043

Pletcher, Barbara P. And Others

A Guide to Assessment Instruments for Limited English Speaking Students.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0165
Note-190p.
Available from-Santillana Publishing Company, Inc., 575 Lexington Avenue, New York, New York 10022
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement Tests, Aptitude Tests, Attitude Tests, *Bilingual Education, Chinese, Culture Free Tests, Educational Assessment, Elementary Education, *English (Second Language), French, Guides, Italian, Language Dominance, Language Proficiency, *Language Tests, Mathematics, Minority Groups, Navajo, Portuguese, Sciences, Self Concept Tests, Social Studies, Spanish, Standardized Tests, Tagalog, Testing, *Test Reviews, *Tests, Test Selection
Identifiers-*Limited English Speaking Ability

The test reviews in this guide are intended to be used by school personnel charged with locating and administering appropriate assessment instruments to limited-English-speaking elementary school children. Assessment instruments are reviewed for native speakers of Chinese, French, Italian, Navajo, Portuguese, Spanish and Tagalog. Each instrument reviewed met nine criteria and was analyzed for cultural bias by a cultural and linguistic review panel. The descriptive information section of each entry contains the following types of information: purpose, score interpretation, grade range, target ethnic group, administration time, administrator requirements, author, source and cost. The following types of tests are included: Language Dominance, English Language Proficiency, Native Language Proficiency, Achievement in Multi-Subject Areas, Achievement in Individual Subjects, Learning Styles (for Spanish-Speaking), and General Ability and Scholastic Aptitude. Four appendices provide a comprehensive index, a source index, a glossary of technical terms, and a bibliography. (AMH)

ED 165 500 FL 010 047

Gleason, H. A., Jr.
The Place of Linguistics in Language Teaching.
Pub Date-Apr 78
Note-14p.; Not available in hard copy due to marginal legibility of original document; Paper presented at Conference on Second Language Teaching (Waterloo, Ontario, Canada, April 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Applied Linguistics, College Curriculum, Grammar, Higher Education, Hindi, *Language Instruction, *Language Patterns, Language Teachers, Language Universals, *Linguistics, Linguistic Theory, Literature Appreciation, *Second Language Learning, Teacher Education Curriculum, Teacher Qualifications, Vocabulary

Knowledge of linguistics, a systematic understanding of language and languages, is a necessary qualification for language teachers. In language learning, a mini-language'' is constructed before fluency is approached. Interaction in the language is needed, and the teacher, as the partner in the interaction, must be able to work within the narrower limits of a mini-language. Understanding of the linguistic aspects of the specific language (the student's mini-language) and of general processes of language development and operation are needed by the teacher. A good background in general and English linguistics also would be a good prerequisite for taking university-level introductory language courses. A language course must give both a common core of the language and prepare students for effective self-instruction. Vocabulary building and use of the dictionary and language study for literary studies are addressed Ways that linguistics applies to language classroom activities are sketched, and experiences and insights from teaching a course in Hindi to students who were going to India are discussed. (SW)

Antier, Maurice

That Comprehension Business!

Pub Date-Apr 78
Note-15p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (London, England, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cloze Procedure, Cognitive Processes, Communication Skills, *Comprehension, Comprehension Development, *English (Second Language), Higher Education, Interference (Language Learning), *Language Instruction, Language Skills, Language Tests, Learning Processes, *Listening Comprehension, Memory, Psycholinguistics, Reading Comprehension, Secondary Education, *Second Language Learning, *Teaching Methods

Comprehension for the foreign language learner is discussed, and it is claimed that comprehension is not a by-product of the other skills but should be taught and tested throughout a course of study. The channel or medium used in communication will influence the understanding of the message. Differences involved in reading and listening comprehension are cited, and comprehension is discussed in terms of feedback and empathy. It is felt that drills and repetitions can hamper comprehension, as can excessive reliance on written material. Comprehension can only be taught by first eliminatinq the causes of negative feedback. The first basis for adequate comprehension is motivation and interest in the content of materials and activities. It is important to grasp the meaning of the whole; miscomprehension can result from hastily forming conclusions from segments. Teaching comprehension may profit from proceeding from phonological discrimination, to juncture contrasts, to dictation at increasing speeds, and to student note taking of a short speech. Comprehension tests must be designed with knowledge of the student's mother tongue, and tests should use material that is spoken English, as well as standard English. Probably the best test that has been so far devised for measuring listening comprehension is the cloze procedure. (SW)

ED 165 502 FL 010 055

Brady, Margaret

Peer Group Evaluation of Narrative Competence: A Navajo Example. Working Papers in Sociolinguistics, No. 47.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-39p.

Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Child Language, Cognitive Development, Communicative Competence (Languages), Folk Culture, Language Development, Language Research, Language Skills, Legends, Linguistic Competence, *Narration, *Navajo, Peer Evaluation, *Peer Groups, Peer Influence, *Speech Communication, *Story Telling

The narrative performances of Navajo children were examined to determine the ways in which the skills of competently structuring a narrative are informally learned within the peer group. Ten- and eleven-year-old Navajo children, living near Window Rock, Arizona, were evaluated in telling stories about the most traditional figures of Navajo belief, skinwalkers (the Navajo equivalents of werewolves). The stories were collected from the children as they gathered in self-selected groups within the classroom. The narratives were told in English, the first language of most of the children. For the Navajo child, a peer group is not merely a collection of friends, but of family members. Six elements in the structure of a well-formed narrative, suggested by William Labov (1972), provide an organizational framework for the analysis. These elements are: abstract, orientation, complicating action, evaluation, result or resolution, and coda. Examples of the story-telling of specific children are cited. It is concluded that competence in ordering and structuring a narrative remains intimately connected with the interactions of a narrator's peers, for it is through peer group interaction that a child learns what is acceptable, what is exciting and involving, and what is culturally meaningful. The narrative competence in structuring the story cannot be measured simply on a scale of cognitive abilities and age-graded achievements. (SW)

ED 165 503 FL 010 056

Irazarry, Ruddie A.

Bilingual Education: State and Federal Legislative Mandates. Implications for Program Design and Evaluation.

California State Univ., Los Angeles. National Dissemination and Assessment Center.; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date- 78

Note-134p.

Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032 ($3.20/copy plus $0.50 postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Bilingual Education, Educational Assessment, *Educational Legislation, Educational Policy, Elementary Secondary Education, English (Second Language), *Evaluation Criteria, *Federal Legislation, Higher Education, Language Instruction, Language Maintenance, Language of Instruction, Non English Speaking, *Program Descriptions, Program Design, Program Evaluation, Second Language Learning, *State Legislation, State Standards

Identifiers-*Bilingual Education Act 1968

This review of current federal and state legislation provides information on characteristics of bilingual education programs, mandated by law, that are of importance to evaluators. The legislative summaries are presented in two sections: across-states summary of legislative provisions and state-by-state summary of legislative provisions. Information is presented in the following categories: type of program, population to be served, participation of English-speaking students, census (determining numbers of students eligible for the program), census mandate (when a program must be provided), description of the program, grades to be covered, length of time for students in the program, student/teacher ratio, teacher/staff requirements and qualifications, staff training, materials requirements, community participation, and student assessment and evaluation reporting requirements. States differ in goals for native language outcomes, definitions of the populations to be served, types of programs to be provided, and length of time students remain in the programs. In the evaluation of a bilingual program, it is important to consider these differences whether the program operates under state or federal requirements. Even when it operates under federal policy or funding, it is likely that the local program will be affected by the provisions of the state. (SW)

ED 165 504 FL 010 057

Bjurlof, Thomas Jamieson, Dale
Semantics and the Number of English Sentences.
Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comprehension, Deep Structure, *English, Grammar, Language Patterns, *Linguistic Theory, Logic, Nominals, *Semantics, *Sentences, *Sentence Structure, Surface Structure, Syntax
Identifiers-*Chomsky (Noam)

It has long been said that there are an infinite number of English sentences. ``This is the cat that caught the rat'' is an English sentence. So is ``This is the cat that caught the rat that stole the cheese.'' ``This is the cat with white paws that caught the rat that stole the cheese'' is unobjectionable as well. Since a clear cutoff point cannot be specified, it is tempting to resort to the three dots. This study proposes that the argument from the lack of a clear cutoff point to infinity is a bad argument; the set of English sentences may be a fuzzy set rather than a standard set. Furthermore, it is argued that the initial question suppresses several quite distinct questions. A theory constructed to account for formal relations between sentences might warrant the positing of infinite semantic structures. A theory constructed to account for human understanding probably would not. The common claim that infinity is necessary if there are to be novel and creative uses of language is found to be entirely without substance. (Author/AMH)

ED 165 505 FL 010 058

Weller, Georganne

Measurement of the Degree of Bilingualism and Biculturalism of American Teenagers Living in Mexico, 1977. Working Papers in Sociolinguistics, No. 48.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-44p.
Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Biculturalism, *Bilingualism, Dialects, Language Attitudes, Language Dominance, Language Proficiency, Language Research, Language Role, Linguistic Competence, Linguistic Performance, Paralinguistics, Sociocultural Patterns, Socioeconomic Status, *Sociolinguistics, Spanish, *Spanish Speaking, *Teenagers
Identifiers-*Mexico

This study of a group of American teenagers living in Mexico uses a series of questionnaires to measure their degree of bilingualism (in English and Spanish) and biculturalism (in American and Mexican culture). The main hypotheses of this investigation were: (1) after five or more years in Mexico, the teenage subjects will be at least functionally bilingual and bicultural, but their competence and performance are expected to be inferior to that of their monolingual and monocultural counterparts in the United States and Mexico; and (2) the English language and American culture will be dominant over the Spanish language and Mexican culture because of reinforcement by family and school, and because of prestige factors involved. The study's methodology included design or research scheme, testing and control groups, field work, and analysis of data. The data was collected through a battery of questionnaires and tests designed to ascertain general background, language and a cultural background, linguistic cultural association, linguistic acceptability, and dialect distinction. Results supported both of the study's hypotheses. The actual questionnaires and tabular statistical results are included in the text. (EJS)

ED 165 506 HE 009 682

Hines, Edward R.

Anatomy of a Blue-Ribbon Commission: The Case of New York State.

Pub Date-19 Mar 78

Note-49p.; Policy paper prepared for the annual meeting of the Association for the Study of Higher Education (Chicago, Illinois, March 19, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Committees, *Educational Assessment, *Educational Policy, Educational Trends, Financial Problems, Higher Education, Policy Formation, Program Evaluation, Public Policy, School Closing, School Funds, State Programs, *State Universities, Trend Analysis, *Urban Universities

Identifiers-*City University of New York NY, Institutional Evaluation, *Wessell Commission

The work of the Temporary Commission on the Future of Postsecondary Education in New York State is analyzed in this paper. Known as the Wessell Commission, it was created in June 1976 when the City University of New York (CUNY) was closed for lack of operating funds. Legislation permitting CUNY to reopen contained a provision for the comprehensive study of postsecondary education in the state by a temporary commission. Background information is provided on the enrollment shift, state student aid, interagency conflict, the leadership void, the city university crisis, and the state political environment. The commission was evaluated to assess the extent to which its stated objectives were accomplished and the general impact it had on state public policy for higher education. Interviews were held with the members of both the executive and legislative staffs of the commission. The 14 commission staff members who were interviewed indicated that there had been a definite need for the commission. The final report appeared to reasonably meet most of the stated objectives of the commission, especially those dealing with the Board of Regents, allocation of resources to the private institutions, and public sector governance. In the views of the staff, the commission had very little influence upon higher educational policy. The staff responses are analyzed and seven concluding observations are presented. (SW)

Smurthwaite, Ann And Others

A Report on the Early Leavers' Scheme at Monash University, 1974-1977.

Monash Univ., Clayton, Victoria (Australia).
Pub Date-Oct 77
Note-77p.; Research prepared by the Higher Education Advisory and Research Unit; Light print and some charts may not reproduce clearly
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Access to Education, Admission Criteria, *College Admission, College Students, *Disadvantaged Youth, Dropout Research, *Educationally Disadvantaged, Foreign Countries, Higher Education, Potential Dropouts, Program Descriptions, Program Evaluation,

Questionnaires, *Student Application, Student Attitudes, Student Characteristics
Identifiers-*High Risk Students, Monash University (Australia), *Selective Admissions

Examined is the success of Monash's Early Leavers' Scheme in terms of the performance, characteristics, and experience of successful applicants, and the manner in which the scheme has operated. The first section of the report provides background information on the establishment of the Scheme (to provide a modification to entry requirements for disadvantaged students) and describes selection methods (such as aptitude tests). Section 2 presents data regarding the number of applicants and numbers surviving at different parts of the selection procedure (the number of applicants was found to decrease each year), and outlines, in statistical form, socio-educational characteristics of the entrants (including age, sex, nationality, level and type of secondary education, postsecondary qualifications, and previous occupation). Section 3 details the performance and withdrawal rate of Early Leavers (the yearly pass rate was 80% and the withdrawal rate 15%). Results of entrant interviews are examined in section 4 (including information regarding financial support, personal life, academic problems, and vocational plans). The final section makes recommendations for methods of selection and the need for special assistance. Appended are an application form and entrant questionnaires. (BD)

ED 165 508 HE 009 738

West, Leo And Others

Mature Age Students in Tertiary Education.

Monash Univ., Clayton, Victoria (Australia).

Pub Date-Oct 77

Note-10p.; Tables 4 to 7 (Summaries of Responses from 98 Tertiary Institutions) are not reproducible due to marginal legibility of original; Research prepared by the Higher Education Advisory and Research Unit

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Access to Education, *Admission Criteria, *Adult Students, Articulation (Program), College Majors, *College Students, Competitive Selection, *Enrollment Rate, Foreign Countries, Higher Education, *Nontraditional Students, School Surveys

Identifiers-*Australia, Selective Admissions

Information about the mature student in tertiary institutions in Australia was obtained in a 1976 survey. Responses from 98 institutions provided information on whether there were special entry schemes or other methods of entry for mature aged applicants, the selection procedures, the number of mature aged entrants in 1976, and the courses in which they were enrolled. Nearly all institutions have some relaxed entry provisions for mature aged students. Some have used existing provisions within their regulations to allow mature aged students to enter while others have introduced special schemes. A number of institutions have set separate quotas for these students. This action has removed them from competition with normal aged students and therefore made their entry independent of the supply of normal aged students. Selection methods usually involve multiple procedures, such as special tests, interviews, work references or experience, and academic background. Although institutions were not asked specifically about performance, 27 percent offered such information. Fourteen institutions stated that mature aged students performed better than normal aged students, and 12 stated that they performed just as well, and one stated that they had a higher dropout rate. (SW)

ED 165 509 HE 009 996

Ficklen, Myra
A Guide to Federal Funding in the Arts and Humanities.
Association of American Colleges, Washington, D.C. Federal Resources Advisory Service.
Pub Date-Dec 77
Note-28p.
Available from-Association of American Colleges, 1818 R St., N.W., Washington, D.C. ($5.00 for members, $7.50 for nonmembers)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Architecture, Dance, Directories, *Federal Aid, *Federal Programs, Fellowships, *Fine Arts, Government School Relationship, Grants, Higher Education, *Humanities, Language Arts, Literature, Music, Philosophy, Program Descriptions, *Program Guides, Theater Arts, Visual Arts
Identifiers-Department of State, National Endowment for the Arts, National Endowment for the Humanities, National Gallery of Art, National Historical Publications and Records Comm, National Trust for Historic Preservation, Office of Education, Smithsonian Institution

Summaries of federal programs in the arts and humanities that are of interest to colleges and universities are presented in this guide. Programs for institutions and programs for individuals are sponsored by the National Endowment for the Arts, the National Endowment for the Humanities, the Office of Education, the Smithsonian Institution, the Department of State, the National Trust for Historic Preservation, the National Historical Publications and Records Commission, and the National Gallery of Art. The following fields are included in the arts: architecture and environmental arts; crafts; dance; folk arts; literature; music; media; theatre; and the visual arts. Disciplines within the humanities include but are not limited to: language; linguistics; literature; history; jurisprudence; philosophy; archeology; comparative religion; ethics; the history, criticism, theory and practice of the arts; those aspects of the social sciences that have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment. (SW)

Martorana, S. V. Kuhns, Eileen

Academic Programming. AAHE-ERIC/Higher Education Research Currents, September 1978.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-6p.; Best copy available
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Students, *College Curriculum, College Majors, *Curriculum Design, Curriculum Development, *Curriculum Evaluation, Educational Assessment, *Educational Change, Educational Demand, Elective Courses, General Education, *Higher Education, Nontraditional Students, Program Design, Program Evaluation, Student Characteristics, *Undergraduate Study
Identifiers-Information Analysis Products

This review of academic programming considers changes that have occurred as a reaction to real or perceived shifts in institutional and social conditions and values, program design, and program approval, review, and evaluation. Among the conditions influencing programming decisions in the late 1970s are open-access policies, affirmative-action policies, the new majorities of part-time and female students, the demand for noncredit and nontraditional educational opportunities, developments in collective bargaining, and geographic duplication of degree program. The curriculum for American undergraduates typically contains three components: general education, the major concentration, and electives. It is shown that the undergraduate career is now divided almost equally among these three components, and that a growth in elective-taking has been at the expense of the general education component. Curricula have been redesigned to serve the increasing body of adult students, since the number of traditional-age college students has been declining. Program approval refers to a state agency's giving permission to an institution to offer a program. Program review involves analysis of an institution's existing programs, by a state agency, by the institution itself, or possibly by an accrediting group. In practice these terms often are used interchangeably. Publications and studies in various states on program review, approval, and evaluation are cited. A bibliography is included. (SW)

ED 165 511 HE 010 518

Leslie, David W.

Current Perspectives on Part-Time Faculty. AAHE-ERIC/Higher Education Research Currents, November 1978.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-6p.; Best copy available
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, Comparative Analysis, *Employment Trends, *Faculty Workload, Higher Education, *Part Time Teachers, *Part Time Teaching, Teacher Characteristics, *Teacher Employment, Teacher Salaries, Teaching Load
Identifiers-Faculty College Relationship, Information Analysis Products

The numerous types of individuals classified as part-time faculty are discussed, along with arguments for and against using part-time faculty, and their rights and status. A very diverse set of individuals with widely varying interests works part-time. The purposes for which they are employed vary widely as do the rules under which they work. Changing lifestyles and work attitudes demand flexible employment options. Civil service reforms recently passed or currently pending acknowledge changing attitudes toward work, and a Federal Employees Part-Time Career Employment Act of 1978'' requires federal agency heads and the Civil Service Commission to work toward increasing use of career part-time positions. Among the many advantages of having part-time faculty are that the contributions of young intellectuals are not lost because of the current Ph.D. surplus, people with family responsibilities can be accommodated, and retirement can be phased in. The arguments against using part-timers include the fact that they are an inexpensive source of labor, and established faculty and their unions view this as a serious threat to their own economic security. Some other concerns that are discussed are accreditation and teaching quality. Rights to employment security, equal compensation, and access to full-time faculty bargaining units are concerns of part-time faculty. A bibliography is included. (SW)

ED 165 512 HE 010 534

Interdisciplinarity. Papers Presented at the SRHE European Symposium on Interdisciplinary Courses in European Education, 13 September 1975.

Society for Research into Higher Education, Ltd., London (England).
Pub Date-Aug 77
Note-64p.; Colin Flood Page prepared a transcript of the meeting and an edited version of the discussions on which this report is based ; Marginally legible due to small print
Available from-SRHE, University of Surrey, Guildford Surrey, GU2 5XH, England
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Administration, College Curriculum, Conference Reports, Course Descriptions, Curriculum Development, Educational Philosophy, *Environmental Education, Foreign Countries, Higher Education, *Interdisciplinary Approach, *Operations Research, Program Descriptions, *Scientific Research, Social Change, Social Problems, Student Interests, *Teacher Education
Identifiers-Great Britain, Research and Development

Papers are presented from the 1975 Society for Research into Higher Education European Symposium on Interdisciplinary (ID) Courses in European Education. Section one of the symposium on philosophy and background'' consists of an introduction by Professor Berger and discussion. Section two on some ID courses'' consists of the following papers: The Structure of the Four-Year Degree Courses at Keele,'' by D. G. Holloway; Interdisciplinarity in the Environmental Sciences,'' by J. G. Harvey; and The School for Independent Study at N. E. London Polytechnic,'' by D. H. Robbins. Section three on planning and administration of ID courses'' includes The Administration of Interdisciplinary Courses,'' by Z. C. Szkopiak and Development of an Interdisciplinary Course at the University of Nijmegen,'' by J. F. M. C. Aarts and C. J. A. M. van der Linden. Section four on research and development'' includes The SISCON Project: A Personal View of an Interdisciplinary Experiment,'' by David Edge; Operational Research, Interdisciplinarity and Higher Education,'' by D. A. Conway; and Methodological Issues in Evaluating Interdisciplinary Studies,'' by Rolf Schulmeister. Each section includes reports of a discussion group. (SW)

ED 165 513 HE 010 654

Johansson, Esbjorn

Practitioners and Social Scientists: Planning and Utilization of Social Science. R & D for Higher Education 1978:5.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-78

Note-10p.

Available from-National Board of Universities and Colleges, R & D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Consumer Economics, *Educational Policy, Employment Patterns, Employment Practices, Foreign Countries, *Higher Education, *Models, Policy Formation, Professional Personnel, Researchers, Research Projects, *Social Science Research

Identifiers-Sweden

The relationship between social science researchers and practitioners in various sectoral bodies is being investigated in Sweden to increase understanding of ``knowledge development.'' In addition to this general analysis, a subproject focuses on the knowledge development resulting from the interaction between consumer research and consumer policy. The investigation will analyze political and historical developments, activities and working conditions of the consumer policy bodies, and the concrete processes of knowledge production. Two other subprojects will focus on the relationship between research and practice in the areas of working-life policy and higher education policy. The general analysis of knowledge development will include a literature review of research policy and the theory of science and conceptual frameworks concerning ``research about research.'' Literature reviews and interviewing of researchers and practitioners will be undertaken in the subprojects. One or more processes concerning researcher practitioner relations in the development of knowledge will be studied in-depth. Working papers and references for each area of the project are listed. (SW)

ED 165 514 HE 010 656

Franke-Wikberg, Sigbrit

Long-Term Effects of Higher Education: A Longitudinal Study of the Educational and Professional Beliefs of University Students (The LONG Project). R & D for Higher Education 1978:6.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-28 Apr 78

Note-10p.

Available from-National Board of Universities and Colleges, R & D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Majors, *College Students, Economics, Educational Assessment, *Educational Attitudes, *Educational Benefits, Engineering Education, Evaluation Methods, Foreign Countries, *Higher Education, *Longitudinal Studies, Medical Education, Psychology, *Student Attitudes, Surveys

Identifiers-*LONG Project, University of Umea (Sweden)

The LONG project is a longitudinal study in progress at Umea University, Sweden, that is designed to assess the educational and professional beliefs of students in the fields of medicine, engineering, psychology, and economics. Beliefs concerning education may include free choice, the role of ability in success, and education as a motive for reward. Beliefs concerning vocational activity may include the role the student is to have vocationally and the best ways to put knowledge into practice. Pilot studies of the project have generated information based on students' recorded reflections about their fields of study; interviewing of students, teachers, and practitioners; and a literature review. Information gained from the pilot studies will be used to develop interview questions and structured situations for the main longitudinal survey to be undertaken beginning in the fall of 1978. Approximately 120 students will be contacted at least three times during their higher education studies. A cross-sectional survey of practitioners and teachers that parallels the main study is also planned. (SW)

ED 165 515 HE 010 672

Holloway, Charles M.

The Bakke Decision: Retrospect and Prospect. Summary Report on Six Seminars Held by the College Board in July-August 1978.

College Entrance Examination Board, New York, N.Y.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date- 78

Note-87p.

Available from-College Board Publication Orders, Box 2815, Princeton, N.J. 08541 ($2.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Access to Education, Administrative Personnel, *Admission Criteria, *Affirmative Action, *College Admission, Conference Reports, *Constitutional Law, Court Litigation, Federal Court Litigation, Higher Education, Integration Litigation, Medical Schools, Professional Education, *Reverse Discrimination, State Universities, Student Personnel Services, *Supreme Court Litigation, Undergraduate Study

Identifiers-*Bakke Case, Selective Admissions

During the summer of 1978 the College Board sponsored a series of six seminars throughout the United States to provide a forum for discussion of the Supreme Court's decision on the case of Regents of the University of California v. Allan Bakke. The first section of this report summarizes the discussions in the seminars, outlining the salient issues raised. Appended are three background papers prepared for the College Board: ``The Decision in Regents v. Bakke: Legal Implications for the College Admissions Process'' (Alfred B. Fitt); ``Some Educational and Social Implications of University of California v. Bakke'' (Warren W. Willingham); and ``Implications of the Bakke Decision for Undergraduate Admissions Policies and Practices'' (prepared by a team of practicing admissions officers). A list of the seminars and speakers is included. (MSE)

ED 165 516 HE 010 708

Vitters, Alan G.

Report of the Admission of Women to the U.S. Military Academy. Project Athena II. 1 June 1978.

Military Academy, West Point, N.Y. Dept. of Behavioral Sciences and Leadership.

Pub Date-1 Jun 78

Note-123p.; For related document see HE 010 071

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Coeducation, *College Admission, College Students, Comparative Analysis, *Females, Higher Education, Institutional Research, *Military Schools, Military Science, Research Projects, Sex Differences, *Sex Role, Sex Stereotypes, Student Ability, Student Adjustment, *Student Attitudes

Identifiers-*West Point

Coeducation at the U.S. Military Academy from June 1977 to April 1978 is analyzed. Summaries of individual research projects conducted to understand and evaluate specific aspects of coeducation are included. An open-systems model served as a conceptual guide for the study. The following areas were explored: individual adjustment, attitudes, social background characteristics, individual performance, attrition, unit performance and leadership, and institutional reaction. Data were obtained through periodic surveys, interviews, and observations of cadets and officers. The classes of 1980 and 1981 were highly similar in terms of abilities, interests, and attitudes. Sex differences that were found to exist for the class of 1980 were also found in the class of 1981. Men and women differed significantly in physical aptitude, in attitudes toward appropriate roles for women in society and in the Army, and in personal life-style preferences. Although men's attitudes toward appropriate roles for women in society tend to be traditional and relatively fixed, stereotypic attitudes and expectations toward women's abilities are giving way to a recognition of the talents and abilities of individual women cadets known. The report includes background information on the intellectual bases for the role of women in the military, information on women faculty and administrators, and a description of human relations lectures and workshops for cadets and officers. A bibliography, a sample "Attitude Toward Women Scale," schedules of activities, and a lesson outline on "Women at West Point" are included. (SW)

ED 165 517 HE 010 732

Nault, Stephen P. Sedlacek, William E.

Differences Between Freshman Expectations of the University of Maryland in 1968 and 1969. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date-70

Note-14p.

Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Environment, *College Freshmen, *Expectation, Higher Education, Institutional Research, Research Projects, *School Surveys, State Universities, *Student Attitudes, *Student College Relationship

Identifiers-*University of Maryland College Park

Differences between freshman expectations at the University of Maryland in 1968 and 1969 were assessed using data from College and University Environment Scales (CUES). Two editions of CUES have been published. CUES I consists of 150 statements about university life that help to define the atmosphere of the institution as seen by the student. The five scales are practicality, community, awareness, propriety, and scholarship. CUES II includes four major changes: (1) the norms are based on a larger sample; (2) the items that had best discriminated between institutions were kept while others were eliminated; (3) new items were introduced in an attempt to keep pace with changing trends; and (4) two new scales were added (campus morale) and (quality of teaching/faculty-student relationships). During the summer of 1969 CUES I was administered to 484 students and CUES II was administered to 593 students who were entering the university. Large changes were recorded from 1968 to 1969 on three of the five scales in CUES I: awareness, propriety, and scholarship. A stress on self, society, and intellectual discipline is expected to be less important by the 1969 incoming freshmen, while caution and thoughtfulness are expected to be more evident. Only on the propriety scale did the CUES II results differ from the CUES I results. It is concluded that propriety'' as measured by CUES II is something different from propriety'' as measured by CUES I. (SW)

ED 165 518 HE 010 733

Fiore, Neil A. Sedlacek, William E.
The Relationship Between Student Attitudes Toward Quality of Instruction and Other Aspects of a University. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-14p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Instruction, Faculty Evaluation, Higher Education, Institutional Research, Program Evaluation, Research Projects, *School Surveys, State Universities, *Student Attitudes, *Student Characteristics, *Student College Relationship, *Teaching Quality, *Undergraduate Students
Identifiers-*University of Maryland College Park

Students holding diametrically opposed opinions about the quality of instruction at the University were compared on a number of other attitude variables. A comparison was made of 2,310 students choosing item 2B and 1,625 students choosing item 3B on the 1969 University Student Census, an attitude and activities inventory given annually to all full-time undergraduates. There appear to be some differences between students who feel the best thing about the school is the quality of instruction'' (2B) and those who feel it is the worst thing about the school (3B). The 2B group tended to seek self-development and be stimulated by coursework and felt this coursework required more intensive study outside the classroom. They also tended to have higher educational aspirations, to live with their parents, and to have less well-educated fathers. Generally, the 2B group had more positive feelings about the university, its faculty, and facilities. They tended to feel that students had more channels for expressing complaints and policy-making opportunities, were more likely to feel students who disrupt the university should be suspended, and were less likely to perceive racism at the university than the 3B group. (SW)

ED 165 519 HE 010 735

Kimball, Ronald L. Sedlacek, William E.
Differences Between Participants and Non-Participants in Campus Demonstrations at the University of Maryland. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-71
Note-15p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activism, College Environment, *College Students, *Demonstrations (Civil), Higher Education, Institutional Research, *Political Issues, Questionnaires, Research Projects, School Boycotts, State Universities, *Student Attitudes, Student Behavior, Student Characteristics, *Student Participation
Identifiers-*University of Maryland College Park, Vietnam War

Differences between background characteristics and attitudes of participants and nonparticipants in campus demonstrations were studied. An anonymous questionnaire was administered to 5,671 University of Maryland, College Park, undergraduates during fall registration, 1970. Results show that 50 percent of the sample had participated in some campus demonstration during the past year and 50 percent had not. Compared to nonparticipants, participants tended to be upperclassmen, regard themselves as liberal or radical, and come from families with more income. Participants were also likely to feel that U.S. foreign policy, domestic crisis, and campus communications caused the campus disturbances rather than radicals or outside agitators. Participants also tended to be more against defense spending, selective service, and the war in Vietnam. Participants tended to feel that the National Guard intensified the violence on campus, that the President should not be supported in all circumstances, and that the university should disclose more about research and should not maintain non-academic student records. The implications of the results are discussed. Questionnaire results and statistical data are appended. (Author/SW)

ED 165 520 HE 010 736

Collins, Anne M. Sedlacek, William E.

A Profile of University of Maryland Students, 1970-1971. Research Report

Maryland Univ., College Park. Counseling Center.

Pub Date-71

Note-17p.

Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Environment, College Freshmen, College Students, Higher Education, Institutional Research, *Political Issues, Research Projects, *School Surveys, *Social Attitudes, State Universities, *Student Attitudes, *Student Characteristics, Student College Relationship, *Undergraduate Students

Identifiers-Full Time Students, *University of Maryland College Park

Full-time undergraduate student responses to the University of Maryland 1970 University Student Census and to anonymous questionnaires are summarized. Ninety-four percent (22,000) of the students took the University Student Census, an activities and attitude survey given annually to all full-time undergraduates. Approximately 5,000 new freshmen took an anonymous questionnaire on social and political attitudes during summer orientation, and a similar questionnaire was administered to a sample of approximately 5,700 full-time undergraduates during fall registration. Data are presented on the place of residence and employment status of students, student reasons for attending the university, views about academic policies and procedures and non-academic services, attitudes toward black students, and political and social views. Responses were obtained about campus demonstrations, U.S. policy in Southeast Asia, and university issues. (SW)

ED 165 521 HE 010 737

Schmidt, Du Mont K. Sedlacek, William E.
An Analysis of the Attitudes and Behavior Associated With the November, 1969 Moratorium on the Vietnam War. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-18p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Activism, College Environment, *College Students, *Demonstrations (Civil), Field Studies, Higher Education, Institutional Research, Interaction Process Analysis, Observation, *Political Issues, Questionnaires, Research Projects, School Boycotts, State Universities, *Student Attitudes, *Student Behavior Student Participation
Identifiers-*University of Maryland College Park, Vietnam War

Student activities relating to the Vietnam Moratorium'' during the month of November, 1969, at the University of Maryland were assessed using observer ratings and descriptions and a pre-post questionnaire. The observational procedure included: an adaptation of Bales Interaction Process Analysis; estimates of crowd size, participation, and mood; and a behavioral description. Ten different settings or events were observed. The questionnaire included items related to opinions and attitudes toward the moratorium, the Vietnam war, and the Nixon administration, and extent and type of participation. One hundred sixty-six subjects took both pre- and post-test questionnaires. The results show clear differences among settings: those settings or events that were focused specifically on protest of a given issue showed a greater degree of expressed hostility and tension-reducing interaction, as opposed to information-oriented interaction. The results of the pre-post questionnaire indicate a general reduction in extent of participation by students in moratorium-related activities from October to November. It was found that after the moratorium subjects tended to be more extreme toward either pole in their attitude. Theoretical implications of the results are briefly discussed and statistical data are appended. (Author/SW)

ED 165 522 HE 010 738

Van Arsdale, Peter And Others

The Vietnam Moratorium (Oct. 15, 1969): What Happened on One Campus. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date-70

Note-18p.

Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Activism, College Environment, *College Students, *Demonstrations (Civil), Field Studies, Higher Education, Institutional Research, *Observation, *Political Issues, Research Projects, School Boycotts, State Universities, *Student Behavior, Student Participation

Identifiers-*University of Maryland College Park, Vietnam War

A seven-member research team conducted participant observer field research at the College Park campus of the University of Maryland during the October 15th, 1969, moratorium in order to obtain an account of what transpired on the campus as a whole. The following eight events or places were covered by the researchers: teach-in, classroom area, vending machine area, student union, residence hall, any small gathering, any large gathering, and one ``wild card'' event. The campus was relatively involved in the moratorium and related activities, although the general atmosphere remained quiet and activities unrelated to the moratorium were less common than usual. Valuable experience was gained in both the preparation and execution of the participant observer technique. (SW)

ED 165 523 HE 010 740

Kimball, Ronald L. Sedlacek, William E.

Characteristics of Older Undergraduates at the University of Maryland. Research Report No. 7-71.

Maryland Univ., College Park. Counseling Center.

Pub Date-71

Note-17p.

Available from-Counseling Center University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Students, *Age Differences, *College Students, Comparative Analysis, Higher Education, Institutional Research, *Nontraditional Students, Questionnaires, Research Projects, *School Surveys, State Universities, *Student Attitudes, Student Characteristics, Student School Relationship, Undergraduate Students

Identifiers-Full Time Students, *University of Maryland College Park

University of Maryland full-time undergraduate students who were 36 to 57 years old were compared to a random sample of younger students aged 18 to 35 years old on the 1970 University Student Census, an attitude and activities inventory. The older sample of 319 students was 50 percent male and 50 percent female, while the younger sample of 313 students was 60 percent male and 40 percent female. Subjects were compared on 14 demographic items and 28 Likert-type attitude items. Older students tended to be married and live off-campus and studied more and had more clearly fixed vocational goals than did younger students. Older students more often felt that the faculty and administration cared about students, that student disrupters should be suspended, and that Saturday classes were acceptable than did younger students. Older students were less in favor of coed housing or an abortion information service. Survey items and response data are included. (SW)

ED 165 524 HE 010 741

Eddy, Margot Sanders

Foreign Students in the United States: Is the Welcome Mat Out?

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-6p.
Available from-Association for the Study of Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Ancillary Services, College Role, *College Students, Financial Needs, Foreign Nationals, Foreign Student Advisers, *Foreign Students, Higher Education, Language Fluency, Special Programs, *Student College Relationship, Student Exchange Programs, *Student Needs, Student Personnel Services, *Student Problems
Identifiers-Information Analysis Products

Problems facing foreign students in American colleges and universities are examined. With the number of foreign students studying in the United States increasing each year (over 203,000 in 1976-77), services for foreign students need to be expanded with more emphasis on improving orientation programs. Preadmission screening and counseling are urged to familiarize potential students with the American educational system, standards of academic performance, and social behavior. Obstacles cited include the language problem, degree requirements, course structure; course content, and academic standards. The importance of academic advising to alleviate confusion over course options and program organization is discussed. Also considered are economic problems encountered by foreign students who come with limited funds and have unrealistic ideas about the availability of financial aid or other sources of income and did not anticipate inflation, changed or extended their coursework or overextended themselves buying American consumer goods. Problems of cultural assimilation are noted. Several possible solutions to ease the transition for foreign students are suggested: (1) standardized admissions information centrally organized and easily available; (2) more thorough orientation programs; (3) special training for teachers who instruct foreign students; (4) programs to prepare foreign students for reentry to their home countries; (5) maintenance of contact with foreign alumni. (BH)

ED 165 525 HE 010 744

Troy, Warwick G. And Others

An Evaluation of Three Methods of Racism-Sexism Training in a University Student Orientation Program. Research Report No. 1-75.

Maryland Univ., College Park. Cultural Study Center.

Pub Date-75

Note-15p.

Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Freshmen, Comparative Analysis, Discussion Programs, *Evaluation Criteria, Films, Higher Education, Institutional Research, Models, Program Evaluation, Questionnaires, *Racism, Research Projects, *School Orientation, *Sex Discrimination, Sex Stereotypes, Simulation, State Universities, *Student Attitudes, Teaching Methods, Workshops

Identifiers-Starpower Simulation Game

Three types of workshops dealing with racism and sexism were conducted for 1900 incoming university freshmen as part of their orientation program. The methods were a structured discussion model developed by Sedlacek and Brooks (1976), a Starpower simulation workshop, and a movie discussion group. Students were randomly assigned to one of the three workshops and their responses to a post-workshop questionnaire were compared, using analysis of variance and Scheffe post hoc tests. The conclusion as to which workshop was best depended on the criterion employed: if the criterion is how good students feel about the experience, Starpower appears best and the Model the worst; if the criterion is planning to do something about racism or sexism, the Movie workshop appears best; if it is asked which workshop resulted in the most knowledge gained, the Model workshop is best. Findings highlight a classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. Additional implications are discussed, and attitude test items, response data, and references are included. (Author/SW)

ED 165 526 HE 010 745

Sedlacek, William E. Pelham, Judy C.

Minority Admissions to Large Universities: A Seven Year National Survey. Research Report No. 1-76.

Maryland Univ., College Park. Cultural Study Center.
Pub Date-76
Note-26p.
Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Access to Education, *Admission Criteria, *Black Students, *College Admission, College Freshmen, Enrollment Rate, *Enrollment Trends, Higher Education, *Minority Groups, National Surveys, Statistical Data, Universities
Identifiers-Large Universities, Selective Admission

In 1975 a nationwide sample of admissions offices of 110 large, primarily white universities were surveyed on their admission of black freshmen and on their admission criteria. Particular emphasis was placed on further effects of budget cuts and on admission criteria for nonblack minorities. Responses from 107 schools, showed that the national median percent of black freshmen remained at five percent, as it was in 1974, compared to six percent in 1973, five percent in 1972, four percent in 1971 and 1970, and three percent in 1969. The southern region was the only region that increased (six percent in 1975, five percent in 1974). Nonblack minority enrollments of freshmen are presented, and western schools were revealed to have the highest percentages of nonblack minorities (six percent Asian Americans, and five percent Spanish-speaking Americans). While 24 percent of the schools reported some impact of tighter budgets in minority admissions programs in 1975, there was a rate of 40 percent in 1974. The number of schools employing open admissions has increased, as has the mean number of admissions criteria employed by the schools. The number of special programs is down, as is the number of schools employing different criteria for minority students. The arguments for considering race and sex-related variables in admissions are presented, and noncognitive variables useful in selecting cultural and racial minority students are suggested. (Author/SW)

ED 165 527 HE 010 746

Herman, Michele H. Sedlacek, William E.

Community Perceptions of Campus Unrest. Research Report No. 4-71.

Maryland Univ., College Park. Counseling Center.
Pub Date-71
Note-29p.
Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Students, *Community Attitudes, Conflict, *Dissent, Higher Education, Institutional Research, *Political Attitudes, Questionnaires, Research Projects, Social Attitudes, State Universities, *Student Alienation, Student Attitudes, *Student Behavior, Surveys
Identifiers-University of Maryland College Park

In 1970, a randomly selected sample of 101 residents of the community surrounding the University of Maryland, College Park, were surveyed to determine their perceptions of campus unrest, and their responses were compared to student perceptions of the same events. Study variables were liberal-conservative self-ratings of the residents, political party identification, education, age, income, sex, race, and attitudes and behavior related to campus disruptions and the war in Vietnam. Some general conclusions were reached, but there was a great range of opinion among the College Park community residents. Based on the self-selected labels of liberal and conservatives, liberals tended to see the society and university at fault, and the conservatives tended to place the fault with the demonstrators. Younger community residents were more likely to feel that the National Guard intensified the violence and that foreign policy caused the disturbances. Older residents tended to feel that disrupters should be expelled, that the National Guard made the campus safe, and that outside agitators and spring fever caused the disruptions. A sample of 5,671 students were administered some of the same items. Students generally responded similarly to the liberal community group sample with respect to the war and to causes of the disturbances. Survey questions and response data are included. (SW)

ED 165 528 HE 010 750

Lynch, Robert C. Sedlacek, William E.
The Consistency of Student Performance in a Course and the Effects of Attempted Reinforcement. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-10p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, *College Students, Expectation, *Grade Prediction, Higher Education, Institutional Research, *Intervention, Psychology, Research Projects, State Universities, Student Motivation, *Student Teacher Relationship, *Teacher Influence
Identifiers-University of Maryland College Park

A study was conducted at the University of Maryland to determine how consistently students perform on examinations in a given class and whether it is possible to alter this relationship through the introduction of an intervening variable, such as a reinforcing and encouraging letter from the instructor. Letter grades and test scores were obtained for all 315 students in an introductory psychology class in the Fall of 1969. Prior to the second exam, the 71 students who received grades of A or B on the first exam were randomly assigned to two groups, and 35 students in one of the groups received a letter from the instructor commending their performance and indicating expectations of similar subsequent performance. Correlations among the first three exams were computed for students receiving A's and B's on the first exam and the group receiving C's, D's, or F's, and for those in the A and B group who did and did not receive letters. Scores on subsequent tests were more highly related to the first exam for the group of students who received A's or B's on the first test than the group which received C's, D's, or F's. The difference was not great, and interpretations must consider the limitation in range of the A and B group, which may result in lower correlations than the more heterogenous condition of the C, D, and F group. The distribution of ``Reinforcement'' letters to a sample of students who received A's or B's on the first exam had no observable effect on subsequent test performance. (SW)

ED 165 529 HE 010 752

Lynch, Robert C. Sedlacek, William E.

An Analysis of Educational-Vocational Decision Making Among University Students. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date-70

Note-14p.

Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Choice, *College Majors, *College Students, *Decision Making, Higher Education, Institutional Research, Questionnaires, Research Projects, *School Surveys, State Universities, Statistical Data, *Undergraduate Students, Vocational Interests

Identifiers-*University of Maryland College Park

Four items on educational and vocational decisions were analyzed from the 1969 University Student Census of the University of Maryland. A random sample of 100 students from each class was studied and comparisons were made by class and sex. Results indicate that: (1) more freshmen and sophomores were undecided and uncertain about their vocational goal and major field of study than juniors and seniors; (2) a substantial number of upperclassmen were as yet undecided and uncertain of their vocational goal; (3) males and females did not seem to differ in their indecision about a major field of study or vocational goal; (4) the time of selection of vocational goal and major field of study did not appear to be related; (5) students undecided about either major field or vocational goal tended to be undecided about the other; and (6) students undecided on their major field of study were less favorable to the idea of a special college for new students undecided as to their major, students who had decided on a major field of study viewed the idea more favorably. It is suggested that the undecided students may not want to be labeled or singled out, because it may connote that they were different and/or inferior. (Author/SW)

Fiore, Neil A. Sedlacek, William E.
An Empirical Description of Student Subcultures at the University of Maryland. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-70
Note-17p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Majors, *College Students, Comparative Analysis, Grade Point Average, Higher Education, Institutional Research, Research Methodology, Research Projects, School Surveys, State Universities, *Student Attitudes, *Student Characteristics, *Student College Relationship, *Student Subcultures, *Typology, Undergraduate Students
Identifiers-Clark Trow Ratings, University of Maryland College Park

A study was conducted to determine if Clark and Trow's (1966) typology of student subcultures could be empirically applied to a description of University of Maryland students. Twelve Counseling Center research staff members faked answers to the 1969 University Student Census (USC), an activities and attitude inventory administered to all undergraduates. The staff members answered the USC twice and faked two roles randomly assigned from the 12 possible permutations of the four student types: academic, collegiate, nonconformist, and vocational. The academic type is highly involved with ideas and highly identifies with the college, faculty, and administration. The collegiate type is not highly involved with ideas but highly identifies with the college. The nonconformist type is highly involved with ideas but does not highly identify with the college, and the vocational type is not highly involved with ideas nor highly identified with the college. Students responding in a particular pattern were identified and were classified as one of the four types if they met certain criteria. The response patterns for the four subcultures were compared with the responses of the 22,544 students who had completed the census. The four types of students differed significantly with regard to their mean grade point averages and tended to differ in their choices of major and college within the university. Based on study findings, each of the four student types are described. A description of Clark and Trow's typology, statistical tables, and references are included. (SW)

ED 165 531 HE 010 756

Foster, Margaret E. And Others

Student Recreation: A Comparison of Commuter and Resident Students. Research Report No. 4-77.

Maryland Univ., College Park. Counseling Center.

Pub Date-77

Note-11p.

Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*College Students, *Commuting Students, Comparative Analysis, Higher Education, Institutional Research, Needs Assessment, *Recreational Activities, *Recreational Facilities, Research Projects, State Universities, Student Attitudes, Surveys, Undergraduate Students, *Use Studies

Identifiers-*On Campus Students, University of Maryland College Park

Information about the needs, interests, and use of recreational facilities was obtained from 407 undergraduate students from the University of Maryland. Responses to a 15-item telephone survey were received from 90 percent of a stratified, random sample of 450 students. There were 154 residents, 160 dependent commuters, and 93 independent commuters. Residents included those living in residence halls and fraternities and sororities, dependent commuters living with relatives, and independent commuters living alone, with a spouse, or friend. Eleven of the 15 items significantly discriminated among at least two of the three groups. Eight of the 11 significant differences were between the commuters generally and the residents. One interesting difference between types of commuters was that resident and independent commuters were more likely to spend their leisure time at their place of residence than were dependent commuters, but residents and dependent commuters were more likely to be satisfied with campus recreational facilities than independent commuters. Residents, as compared to commuters, engaged in nearly twice as many recreational activities during the school year, preferred participant to spectator sports, and were more informed about campus recreational opportunities when they first enrolled. Information is presented on types of recreation engaged in and proposed for the campus. (SW)

ED 165 532 HE 010 759

Berman, Marilyn R. And Others
The Efficacy of Supportive Learning Environments for Returning Women: An Empirical Evaluation. Research Report No. 10-76.
Maryland Univ., College Park. Counseling Center.
Pub Date-76
Note-25p.
Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Students, Age Differences, Career Planning, Decision Making, Discussion Groups, *Females, Higher Education, Individual Development, Institutional Research, *Nontraditional Students, Personal Growth, Research Projects, *Self Concept, State Universities, *Student Adjustment, Student Attitudes, Student Projects, *Womens Education
Identifiers-*Reentry Students, University of Maryland College Park

Two studies conducted at the University of Maryland during the 1973-74 academic year evaluated the efficacy of programs designed to meet the needs of women and sought to determine whether the provision of a supportive learning environment, rather than individual or group counseling, would influence women's life styles. In the first study 36 experimental subjects took a class in which they undertook four projects: an academic skills project; a career exploration project; a campus, community or women's resources project; and a personal class journal. The projects were designed to promote an active search for information that would be helpful in setting and reaching goals. The 36 experimental subjects were pretested and posttested using the following instruments: Vocational Decision-Making Checklist, the Self-Concept as Learner Scale, the Attitude Toward Women Scale, and Form E of the Dogmatism Scale. In the second study 34 experimental subjects attended weekly sessions organized into large didactic class activities and into three small discussion groups. Information was provided on vocational planning, employment trends, educational opportunities, decision-making, assertiveness training, and personal awareness training. The two programs did affect certain vocational and psychological attitudes. In the first experiment subjects exhibited greater maturity in vocational decision-making, and in the second experiment, subjects' self-concepts were enhanced. (SW)

ED 165 533 HE 010 760

Dealing with Disabilities. H.E.W. 504 Regulations. General Information for Faculty and Teaching Assistants.

State Univ. of New York, Albany.

Pub Date-May 78

Note-11p.; Prepared by the Academic Adjustments Committee of the 504 Task Force

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Architectural Barriers, Aurally Handicapped, College Students, Exceptional Persons, Federal Legislation, Guidelines, *Handicapped Students, Higher Education, *Individual Needs, Instructional Materials, Physically Handicapped, *Resource Guides, *Special Health Problems, Speech Handicapped, *Teaching Techniques, Testing Problems, Visually Handicapped, Visually Handicapped Orientation

Identifiers-*Access (Physical), State University of New York Albany

General guidelines for faculty members and teaching assistants are presented to aid them in taking whatever steps are necessary to reasonably accommodate students with disabilities. The difference between a disability and a handicap is explained, and the importance of a positive and helping attitude is stressed. Major disabilities are discussed and ways for increasing course access are suggested. The following conditions are covered: visual impairment; hearing impairment; motor impairments; speech disorders; hidden disabilities, such as epilepsy, diabetes, and heart conditions; and respiratory conditions. Resources that are available at the State University of New York at Albany are listed. H.E.W. Final Regulations on Section 504 of the Rehabilitation Act of 1973, effective June 3, 1977, are included. (SW)

ED 165 534 HE 010 761

Ford, Ann S., Ed.
Directing the Student Work Experience A Manual for Supervisors.
Berea Coll., Ky.
Pub Date-Feb 76
Note-62p.
Available from-Work-Study Development Project, Berea College, Berea, Kentucky ($1.25 plus $0.85 postage)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-College Students, Employer Attitudes, Employer Employee Relationship, Guidelines, Higher Education, Manuals, *Student Employment, Student Experience, *Supervision, Supervisory Methods, *Work Experience, Work Experience Programs, *Work Study Programs
Identifiers-Berea College KY

Intended for supervisors involved in the work study program at Berea College, this manual describes techniques and philosophies inherent in the supervisor-student relationship. Work-learning is defined and the supervisor's role and responsibilities are examined. Student manpower characteristics (including inaccurate expectations, desire for impact, freedom from experience, and inquisitiveness) are discussed in terms of the success of student internships and types of student job structures (honored guest, special assistant, position employee, and project assignment) are identified. Suggestions for conducting the student interview (including establishing a friendly atmosphere, securing basic information, finding interest, discussing goals and plans, and advising) and for planning supervision (matching work with student capabilities and delegating work) are offered. The supervisory tasks of training (including orientation, demonstration or procedures), communicating (including reinforcing instructions and developing listening skills), motivating (such as providing a good example and setting goals), and evaluating are explored. Suggestions for coping with such problems as tardiness, absenteeism, poor quality work, and resistance to supervision and techniques for developing and maintaining good supervisor-student relationships and for counseling and advising students are offered. Common student problems are listed and a supervisory checklist is presented. (BD)

ED 165 535 HE 010 762

Davis, James R.

Going to College. The Study of Students and the Student Experience.

Pub Date-Mar 77

Note-248p.; Westview Student Edition

Available from-Westview Press, 5500 Central Avenue, Boulder, Colorado 80301 ($12.75 hard copy; $5.95 paper)

Document Not Available from EDRS.

Descriptors-College Choice, *College Environment, College Planning, *College Students, Educational Benefits, Educational Research, Higher Education, *Student Adjustment, *Student Attitudes, Student Characteristics, *Student College Relationship, *Student Experience, Student Welfare

Intended as a text for students of higher education and as a resource for inservice training programs, this book describes what it is like to go to college. Part 1 reviews the kinds of research studies of college students that have been produced, including studies dealing with the impact of college, student unrest, the generation gap, interpretations of student consciousness, and trends and traditions. Part 2 consists of a fictionalized first-person narrative account of the college experience, based on individual and group interviews at a large private university. An interpretation of the narrative, based on other recent research (dealing with college selection, freshman year problems, life away from home, personal morality, and career planning) is presented in part 3. (BD)

ED 165 536 HE 010 763

Koon, Jeff

Undergraduate Education at the University: A Low Priority.

California Univ., Berkeley.
Pub Date-77
Note-34p.; Draft for discussion, not an official position
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Faculty, *Faculty Workload, Graduate Students, Higher Education, State Colleges, State Universities, *Student Teacher Ratio, Student Teacher Relationship, *Teacher Distribution, *Teaching Assignment, *Undergraduate Students
Identifiers-California University Berkeley, *California University System

This paper reviewed several sources of data on the University of California systemwide and the Berkeley campus concerning allocation of faculty contact hours and faculty teaching energies generally, by the level of student. By several different measures, faculty energy and effort devoted to undergraduate teaching appear to have declined substantially during the 1960-70 period. More recently, despite a declining proportion of graduate students over the last decade, faculty contact hours at the undergraduate level have declined even further. A systemwide effort beginning in academic year 1969-70 to redress the perceived imbalance had little apparent immediate impact and negligible long-term effects. A second type of analysis seemed to suggest that upward shifts in undergraduate interest/demand patterns at Berkeley, whether short-term or long-term, are accorded a fairly low priority in the allocation of temporary and permanent instructional resources. Temporary instructional resources are considered to be visiting professors, instructors, lecturers, and associates. It appeared that decisions to allocate temporary instructional resources were based heavily on programmatic rather than workload considerations. (Author/SW)

ED 165 537 HE 010 764

Beausang, Kenneth R.

A Comparative Analysis of the Lecture-Discussion Method of Instruction and a Quasi-Individualized Mastery Approach in Introductory Sociology.

Pub Date-14 Jun 76

Note-39p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-College Instruction, Comparative Analysis, *Discussion (Teaching Technique), Higher Education, Independent Study, *Individualized Instruction, *Lecture, *Mastery Learning, Pacing, *Sociology, Student Attitudes, *Teaching Methods

Identifiers-Black Hawk College IL

The possible difference in the performance on a mid-term and final exam between students taking a quasi-individualized mastery method of instruction and students having traditional lecture-discussion instruction was studied. A second issue examined was the difference between the proportion of students expressing a preference for one method of instruction over the other. The sample population involved two intact introductory sociology classes at Black Hawk College. Results demonstrated that there was not significant difference between either set of mean scores, nor was there any significant difference between the proportions of students expressing a preference for one method over the other. Self-pacing and class interaction were the main reasons for selecting the individualized method and lecture-discussion method, respectively. It is recommended that: the sociology department should offer both delivery systems within the department; the quasi-individualized mastery method should be studied again with instructors present during testing sessions; and an additional study should compare the lecture-discussion methods with a completely individualized delivery system (Author/LBH)

ED 165 538 HE 010 765

Cox, Robert Turrisi, Ilona

NCHEMS IEP: Problems and Consequences.

Florida State Univ., Tallahassee.

Pub Date-27 Oct 78

Note-14p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978) ; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Accountability, Calculation, Cost Effectiveness, Data Analysis, *Educational Finance, Expenditures, *Higher Education, *Instructional Student Costs, *Management Information Systems, *Measurement Techniques, Models, Needs Assessment, Program Costs, Resource Allocations, Student Records, *Unit Costs

Identifiers-*Information Exchange Procedures

Problems with the Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems are discussed. IEP procedures analyze student records, faculty effort, and annual expenditures. The particular approach taken in the analysis of the student faculty relationship has important theoretical problems, is too complex and costly, and adds little significant insight for use in university administration. The descriptive approach of IEP is based on the faculty activity report which has numerous validity problems that destroy the potential use of its major contribution: the calculation of unit costs. The complex relationships between faculty and students, which are causes of the costs, are concealed by this effort. The errors of measurement chiefly center around the accuracy and validity of the faculty activity reports and the "representativeness" of data from a particular time period. Additional error results from problems such as social security matches between salary and faculty activity records, program classification structure matches between student records and faculty activity records, and the consistency across institutions of the types of operational decisions necessary in any large project. The complexity of the calculations used to produce the indices serves to compound the errors of measurement of the inputs. (SW)

ED 165 539 HE 010 766

Gilbert, Linda L.

A Position and Rate Control System: An Ingredient for Budget Planning.

Florida State Univ., Tallahassee. Dept. of Budget and Analysis.
Pub Date-27 Oct 78
Note-10p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Budgeting, *Data Bases, Educational Finance, Higher Education, Institutional Research, *Management Information Systems, *Payroll Records, *Personnel Data, *Recordkeeping, Salaries, State Universities
Identifiers-*Florida State University

A position and rate control system was undertaken at Florida State University in 1974 to alleviate the problems of the manual budgeting system. The budget master file was created biweekly by combining a subset of the current payroll/personnel data base with the updated budget information from the previous budget master file, keying on positional (line) numbers. The salary budget prepared at the beginning of the fiscal year is the basis for the budget data. The input, outputs, and users of the system are described. The alignment of the payroll/personnel data base, keyed by social security number, with the salary budget information, keyed by position number, involved two major problem areas, which are discussed. (SW)

ED 165 540 HE 010 767

Pettit, Joseph

A Role for Homemade Financial Models in Faculty Staffing and Resource Allocations.

Georgetown Univ., Washington, D.C.

Pub Date-27 Oct 78

Note-8p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Faculty, Cost Effectiveness, Departments, *Educational Finance, Expenditures, Financial Policy, Higher Education, Institutional Research, *Instructional Student Costs, *Models, Private Colleges, Program Budgeting, *Program Costs, Research Projects, *Resource Allocations, *Staff Utilization

Identifiers-*Georgetown University DC

Recent efforts at Georgetown University to formulate financial models to assist in staffing and allocation decisions are described. The analysis considers a departmental model that has been developed, a program model that is being designed, and the potential uses and misuses of the models. Both models use historical data and do not attempt to project future circumstances. The departmental model is a historical cost and enrollment model. Essentially the model distributes both the direct and indirect income and expenses of the main campus to 31 instructional units (usually academic departments) using formulas that include designated income, credit hour enrollment, assigned square footage, and actual expenditures. Once income and expenses are distributed to the units, a balance of payments is calculated to estimate the contribution or drain of each unit. The departmental model also made possible a program model by first estimating income and expenses for the academic departments. Once these figures are known, the next step is to break them down by courses offered, and then to the students enrolled according to the programs they are pursuing. A total of each program's costs can then be made from all of the instructional units (departments) contributing to the program in order to arrive at an overall cost for each program or major. Noncost factors involved in faculty staffing and allocation decisions are also summarized. (SW)

ED 165 541 HE 010 768

Novak, Rynell S. And Others

Why They Came...And Why They Left...A Study of Dropouts from a State University.

North Texas State Univ., Denton.
Pub Date-27 Oct 78
Note-17p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Dropout Characteristics, *Dropout Research, *Dropouts, *Financial Problems, Followup Studies, Higher Education, Institutional Research, Questionnaires, Research Projects, School Surveys, *State Universities, Student Financial Aid, *Student Opinion, Student Personnel Services, Undergraduate Study
Identifiers-*North Texas State University

A questionnaire was designed and administered by North Texas State University to determine why students drop out of the school. Of the 3,180 undergraduate dropouts who were surveyed, usable responses were received from 678. Demographic information on each student was obtained from the computerized student master file and was used for descriptive and comparative purposes. Lack of or insufficient financial support was an important factor cited for the nonreturn of many students. Over 17 percent of the respondents indicated that they needed a break and time to think about schooling. Respondents indicated their dissatisfaction with several aspects of the university, many of which relate directly to programs and services provided by Student Affairs personnel. Information about college majors of dropouts, their plans, academic standing, and other characteristics are provided. A sample questionnaire is appended. (SW)

ED 165 542 HE 010 769

Strickland, Wayne

Is There a Role for Institutional Research in Innovative Planning in Higher Education?

Pub Date-27 Oct 78

Note-11p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Access to Education, Administrative Problems, Attitudes, *College Planning, *Decision Making, Economic Factors, Geographic Distribution, Higher Education, Innovation, *Institutional Research, *Multicampus Colleges, *Needs Assessment

Identifiers-*Branch Campuses

The role that institutional research can play in providing strategic information for evaluating the feasibility of establishing satellite campuses is outlined. Satellite campuses are intended to serve new student markets as well as provide better access for existing students via off-campus sites. Both internal and external factors affecting satellite campus facilities development are examined in this report. The investigation of internal factors include: reviewing institutional surveys as a source of attitudinal information concerning student, faculty, and alumni interests in satellite course offerings; and examining the geographic distribution of students, alumni and public service participants in order to delineate highly accessible sites for new campuses. External factors for possible research include: (1) an analysis of the various market segments in the region that could potentially respond to new educational services in outlying areas; (2) an examination of potentially high accessible sites within the region based on population concentrations and transportation corridors; (3) an assessment of the economic feasibility of satellite campus development; and (4) a review of the general administrative and/or procedural problems associated with the creation of satellite sites. (Author/LBH)

ED 165 543 HE 010 770

Fawcett, Greg

Simulating Student Flow: Institutional Research Applications.

Pub Date-27 Oct 78
Note-16p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Ability, Attrition (Research Studies), Calculation, *College Majors, College Students, Departments, Dropout Research, Educational Counseling, Enrollment Projections, Feedback, Females, Higher Education, *Institutional Research, Models, Research Projects, *Simulation, Student Characteristics, *Student Distribution, *Student Mobility, *Transfers
Identifiers-*University of Missouri Columbia

Monitoring and subsequently simulating student transfer patterns from one academic major (or level) to another typically enables an institution to estimate future student enrollment distributions across academic areas. At the University of Missouri-Columbia (UMC), a student flow model not only simulates the patterns of student transfer but also enables academic units to monitor the ``caliber'' of students transferring across disciplines as well as those exiting the institution entirely. The model has been used at UMC to: (1) provide individual feedback reports to each academic dean illustrating the number and caliber (ability) of students which that academic unit ``exchanges'' with other academic units including the numbers of eventual distinguished graduates and dropouts ``imported from'' or ``exported to'' other academic units; (2) analyze the attrition rate, reentry rate, and caliber of students withdrawing from UMC semester by semester; (3) calculate the contribution of each academic unit to the aggregate campus attrition rate and simulate the expected attrition rate under alternative enrollment distributions of students across academic disciplines; (4) simulate the expected enrollment and academic transfer patterns by sex as compared with actual data in order to evaluate underrepresentation of females across academic disciplines (Title IX); and (5) provide data for student counseling regarding the average frequency of student transfer, the typical semester when the first change occurs, what type of student changes academic areas most often, and ``transfer profiles'' for eventual distinguished graduates vs. dropouts. (Author/LBH)

ED 165 544 HE 010 771

Lamb, Samuel H., II

The Effects of Career Education on College Campus Personnel.

Pub Date-27 Oct 78

Note-25p.

Available from-Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Personnel, Administrator Attitudes, Career Awareness, *Career Development, *Career Education, College Faculty, Community Colleges, Counselor Attitudes, *Educational Philosophy, General Education, Higher Education, Institutional Research, Needs Assessment, Research Projects, School Surveys, Student Needs, Teacher Attitudes, *Teaching Methods

Identifiers-*Education and Work, *Tidewater Community College VA

The purpose of the study was to determine to what extent the administrators, counseling staff, and full-time faculty members of the Frederick Campus of Tidewater Community College were aware of and influenced by career education in the development of new and modification of existing programs. A four page, 12-item, locally constructed questionnaire was used. The sample consisted of 13 administrators, seven counselors and 81 full-time faculty members. The results of the tabulation were evaluated to identify the three groups' understanding of career education, the extent to which they used career education in their respective areas, to what extent the Campus Career Education services were used, and needs for future institutional planning in this area. A majority of those surveyed indicated that career education was important to their academic discipline, that it was part of their personal educational philosophy, and that it was positively affecting their program content through greater student interest. The majority also agreed that the best definition of career education was providing students with skills for selecting, preparing for and finding employment. However, their explanations of the method used to incorporate career education in the classroom indicated that they were providing occupational information and not teaching career development skills. This suggested a contradiction between the acknowledged, and defined goal of career education, and the type of information provided in the classroom. This contradiction resulted in the recommendation that a second phase of defining the skills and implementation methods be initiated. (Author/LBH)

ED 165 545 HE 010 772

Crouch, Kathleen And Others

Administrators and Researchers Coworkers in University Planning. A Case Study of a Successful Cooperative Venture in Research.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-27 Oct 78

Note-18p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Attitudes, College Admission, College Planning, *Colleges, Credibility, Efficiency, *Higher Education, *Institutional Research, Measurement Techniques, *Public Opinion, Questionnaires, *School Community Relationship, School Registration, Social Attitudes, Student Recruitment, Surveys

Identifiers-Georgia State University

A cooperative effort by administrators and institutional researchers to assess the public image of an institution of higher education as one step in the planning process is described. Discussed are the interpersonal dynamics occurring in the recognition of the general problem, the formulation of specific questions, the design of the survey instrument, and the communication of the results. The results external negative evaluations were transformed into a framework to reinforce planned change to make the recruitment/admissions/registration process more efficient and effective. In this case, administrators and institutional researchers, within the political context of the institution, successfully addressed the social obstacles to effective use of institutional research. (Author/LBH)

ED 165 546 HE 010 773

Reichard, Donald J. Sutton, Dorothy F.

Highlights from the Follow-Up Survey of Spring 1977 Graduate as of November 1977.

North Carolina Univ., Greensboro. Office of Institutional Research.

Pub Date-27 Oct 78

Note-22p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978) ; Not available in hard copy due to marginal legibility; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attitudes, Bachelors Degrees, *College Graduates, Doctoral Degrees, Employment Potential, Followup Studies, *Graduate Surveys, Higher Education, Institutional Research, Masters Degrees, Participant Satisfaction, Program Evaluation, Questionnaires, Research Projects, School Surveys, Statistical Data, *Student Characteristics

Identifiers-*North Carolina University Greensboro

May 1977 graduates of the University of North Carolina at Greensboro were surveyed in the winter of 1977-78. The 665 responses to the mailed questionnaire were representative of the 1,065 graduates. In the presentation of findings, differences by school and degree level are noted. At the bachelor's degree level, the 538 responses were also examined by sex and race for each school. At the master's degree level, analyses across schools were made only by sex. The 19 doctoral level responses were examined by school of major and in most instances are reported as a single group. Highlights are presented on graduates' employment status, background characteristics, educational plans, satisfaction with major and college, attitudes and values, relative importance of job characteristics, life style preferences, competencies possessed, and competencies enhanced. A sample survey is appended. (SW)

ED 165 547 HE 010 774

Sawyer, Richard L. Maxey, James

The Validity of College Grade Prediction Equations Over Time.

Pub Date-27 Oct 78
Note-19p.; Paper presented at the Southern Association for Institutional Research, (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Ability, College Admission, *College Bound Students, *College Freshmen, Grade Point Average, *Grade Prediction, Grades (Scholastic), Higher Education, Institutional Research, *Measurement Techniques, Post High School Guidance, Predictive Measurement, *Predictive Validity, Research Projects, Scoring Formulas, Standardized Tests, *Student Evaluation, Test Interpretation
Identifiers-*American College Testing Assessment Program

A sample of 260 colleges was surveyed during the years 1972-1976 to determine the validity of predicting college freshmen grades from standardized test scores and high school grades using the American College Testing (ACT) Assessment Program, an evaluative and placement service for students and educators involved in the transition from high school to college. The ACT Assessment consists of four academic tests, self-reported high school grades, the Student Profile Section (SPS), and the ACT Interest Inventory. The academic tests cover the traditional subject areas of English, mathematics, social studies, and natural sciences. A composite score is tallied from these tests and this score is considered a measure of overall academic ability. The SPS provides information on student's background, extracurricular accomplishments, special academic needs, housing plans, financial need, planned major, and career plans. The Interest Inventory measures preferences for job-related activities in six categories: science, creative arts, social service, business contact, business detail, and technical skills. ACT offers two plans to colleges for predicting freshmen grades: (1) the Basic Research Service will predict grades for specific courses and subgroups of students, and can utilize data other than ACT test scores. The quality of grade predictions in this study was stable over the four-year period. Freshmen grade point averages appear to be predictable using equations as old as four years. To increase the accuracy of the predictions it is possible for colleges with small student populations to pool data from two or more years when developing prediction equations. (BH)

ED 165 548 HE 010 775

Matlock, John Humphries, Frederick S.
Back to the Basics with Resource Allocations.
Tennessee State Univ., Nashville.
Pub Date-27 Oct 78
Note-14p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Accountability, *Budgeting, Committees, *Cost Effectiveness, Educational Finance, Higher Education, Institutional Research, Physical Facilities, Program Evaluation, *Resource Allocations, Salaries, School Safety, Staff Utilization, State Universities, *University Administration
Identifiers-*Institutional Evaluation, *Tennessee State University

A resource allocation and utilization study was undertaken of Tennessee State University and the results, recommendations and policy decisions that evolved are presented. The President's Council, comprised of the President, the Vice Presidents, and the Director of Planning, Management and Evaluation, directed the study. Data from the Office of Institutional Research and other institutions within the state system were also used. It was recommended that: additional security officers be hired and that many of the streets going through the entire campus be closed; salary inequities among lower ranking faculty members be alleviated and faculty salaries be monitored; continue to review future revenue and cost projections for the athletic programs to prevent a deficit budget; allocation be made of additional funds for staff increases in the physical plant area, and for older building maintenance. The College Work Study Program was analyzed and increased monitoring of work study students was suggested. Other areas of financing considered include: departmental budgetary practices, the effect of restricted funding, cost effectiveness in academics, library funding, and student support cost and institutional cost. Three general recommendations that emerged from the study were: (1) implementation of a resource allocation and utilization committee that would continue to make recommendations to the president; (2) formation of a committee on budget priorities; and (3) improvement of staff evaluation instruments. (BH)

ED 165 549 HE 010 776

Matlock, John Hogg, Richard

Expanding the Role of Institutional Research.

Tennessee State Univ., Nashville.
Pub Date-27 Oct 78
Note-10p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Change, Administrative Organization, *College Administration, *College Planning, Data Analysis, Decision Making, Evaluation Needs, Higher Education, *Institutional Research, Management by Objectives, *Mergers, *Organizational Change, Policy Formation, School Policy, State Universities
Identifiers-*Tennessee State University

The merger of the Tennessee State University's institutional research office and the planning, management, and evaluation offices is described. The roles of the institutional research office before the merger were the collection and dissemination of institutional data, storing of data collected from other sources, and conducting special studies. The planning, management, and evaluation office's primary role was to improve the administrative areas. It was involved in management techniques such as management-by-objectives and prediction models. The consolidated offices now collect and interpret data, communicate results to the campus community, and conduct studies. As a result of the merger, the institutional research staff has become more active in the management decision-making process. Joint activities include: the management-by-objectives process, cost study analysis, student data analysis, study of the committee structure of the university, study of resource allocation and utilization, development of a comprehensive five-year plan, development of a policy and procedures manual, development of an organizational chart and methods for evaluating the Advanced Institutional Development Program, defining responsibilities of positions at the institution, evaluation of system processes, and revamping the statistical data base. The two offices work both jointly and independently on projects and their influence and visibility in the university have expanded. (SW)

ED 165 550 HE 010 781

Jackson, Carla

Academic Advising and Student Attrition.

Columbia State Coll., Columbia, Tenn. Office of Institutional Research.
Pub Date-27 Oct 78
Note-11p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978) ; Tables 1 and 2 may be marginally legible
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Attrition (Research Studies), College Faculty, *College Students, Dropout Prevention, Dropout Rate, *Dropout Research, *Educational Counseling, *Faculty Advisors, Higher Education, Longitudinal Studies, Private Colleges, *School Holding Power, Seniority, Teaching Experience
Identifiers-*Student Attrition

The relationship between academic advising and student attrition was examined at a private liberal arts college. A cohort analysis of students entering the college between 1971 and 1975 indicated that faculty members in the first year of their contracts had relatively more of their new student advisees subsequently withdraw than did the same faculty members in later years of their contracts or did experienced faculty members in the same year. The results were considered by a college-wide retention study committee in efforts to reduce student attrition. (BD)

Profiles of the Four-Year Undergraduate Colleges, 1979. State University of New York.

State Univ. of New York, Albany.
Pub Date-78
Note-63p.
Available from-Office of Access Services, State University of New York, State University Plaza, New York, New York 12246
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Admission Criteria, College Curriculum, *College Environment, College Housing, College Majors, Directories, Enrollment Rate, Higher Education, *Institutional Characteristics, Intellectual Disciplines, Program Descriptions, Program Guides, *State Colleges, Student Financial Aid, Tuition, *Undergraduate Study
Identifiers-*New York, *State University of New York

Information is provided about the four-year undergraduate colleges of the State University of New York for 1979. The profile concerns the location and a brief description of the campuses; the general availability, type, and requirements of housing; campus activities; enrollment figures for fall 1977, tuition costs, admission criteria, academic programs of study; figures on the faculty for fall 1977; tuition refund policies; alumni survey results; definitions of commonly used terms and acronyms; financial aid opportunities; and information about Educational Opportunity Centers and the Educational Opportunity Program. Curriculum charts are provided, listing major programs alphabetically, as well as options (fields fo concentration within a major). The charts also indicate when, and for which type of student, a certain curriculum is available. (SW)

ED 165 552 HE 010 784

Shulman, Carol Herrnstadt

Compliance with Federal Regulations: At What Cost? Research Report No. 6.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-59p.; Contains occasional small print
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Civil Rights Legislation, College Role, Educational Finance, Equal Education, Equal Opportunities (Jobs), *Federal Aid, Federal Legislation, *Federal Regulation, *Financial Problems, Financial Support, *Government School Relationship, *Higher Education, Institutional Autonomy, *Laws, Legal Responsibility
Identifiers-Age Discrimination in Employment Act 1967, *Compliance (Legal), Education Amendments 1972 Title IX, Employee Retirement Income Security Act 1974, Executive Order 11246, Information Analysis Products, Rehabilitation Act 1973 Section 504, Social Security Act 1935

Two problem areas have arisen between the Federal Government and higher education institutions dependent on federal aid. One problem is a growing conflict over regulations, which involves the threat of loss of federal aid to ensure enforcement of federal civil rights goals. The second problem is an economic burden on academic institutions resulting from compliance with the regulations. Three laws that have been sources of controversy in the higher education community are executive order 11246, as amended, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The issues that have arisen in connection with equal educational and employment opportunity programs are explored. Problems also arise from requirements of the Social Security Act of 1935, as amended, the Employee Retirement Income Security Act of 1974, and the Age Discrimination in Employment Act of 1967, as amended. These programs impose high expenses on colleges and institutions, and primary teaching and learning missions may be impaired due to lack of funds. Colleges and universities urge that they not be looked on as just one more sector of the nation's economy, since they cannot pass on to students the full cost needed to meet their expenses. Other subjects discussed are: administrative costs and changes resulting from regulatory requirements; the academic community's perception of a heightened adversarial climate on campus; and recommendations to improve the regulatory process so that it better serves the needs of the academic community. (SW)

de Wolf, Virginia A.

A Validation Study of the Prediction Equation Used in Determining Freshman Admissions to the University of Washington During the 1978-1979 Academic Year.

Washington Univ., Seattle. Educational Assessment Center.
Pub Date-Sep 78
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Admission Criteria, *College Admission, *College Freshmen, Grade Point Average, Higher Education, *Measurement Techniques, Predictive Ability (Testing), Predictive Measurement, *Predictive Validity, Statistical Data
Identifiers-*University of Washington

The predictive validity of the equation used for determining entrance into the University of Washington's freshman class during the 1978-79 academic year is examined. The sample was comprised of all freshmen entering the university directly from high school in autumn quarter 1974 who had been tested through the Washington Pre-College Test Battery in partial fulfillment of the entrance requirement. Five admission indices were computed based solely on data for each of the five following groups: arts and sciences, business administration, engineering, nursing, and total. For each group, the correlation of the cumulative undergraduate grade point average as of summer quarter 1977 with each of three admissions indices was computed and compared. An earlier admissions index used in academic years 1974-75 to 1977-78 was one of the indices. Data on other academic variables as of summer 1977, including the number of quarters attended and number of credits earned, are also presented. (Author/SW)

ED 165 554 HE 010 786

Part-Time Master's Degree Programs at Colleges in Northeastern New York State.

Council for the Advancement of Lifelong Learning, Latham, New York.
Pub Date-Apr 78
Note-27p.
Available from-Council for the Advancement of Lifelong Learning, P.O. Box 489, 849 New Loudon Road, Latham, New York 12110
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Curriculum, College Majors, *Continuous Learning, Degree Requirements, Directories, *Graduate Study, Higher Education, *Masters Degrees, *Part Time Students, Private Colleges, Program Guides, State Colleges
Identifiers-College of Saint Rose NY, Lifelong Learning, *New York, Rensselaer Polytechnic Institute NY, Russell Sage College NY, State University of New York at Albany NY, State University of New York Coll at Plattsburgh, Union College NY

This resource book provides information on part-time master's degree programs at colleges in Northeastern New York State. The various programs are organized into three groupings: major graduate fields, individual programs, and colleges. Provided are lists of specific programs and the college(s) where they are offered; an alphabetical listing of individual programs and the college(s) offering them; and charts of colleges, program offerings, and pertinent information concerning requirements, credit, and admissions tests. Supplementary information is provided on programs that require some full-time study, but half or less of the normal requirement. Schools included are: College of Saint Rose, Rensselaer Polytechnic Institute, Russell Sage College Evening Division, State University College At Plattsburgh, State University of New York at Albany, and Union College. (SW)

ED 165 555 HE 010 791

Koon, Jeff, Comp.

Lower Division Education at Berkeley: The Students' Assessment.

California Univ., Berkeley.

Pub Date-Oct 78

Note-64p.; Not available in hard copy due to marginal legibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Freshmen, *College Students, *Course Evaluation, Higher Education, *Institutional Research, Questionnaires, State Colleges, Student Characteristics, *Student College Relationship, Student Evaluation of Teacher Performance, Student Government, *Student Opinion, Student Participation, Student Teacher Relationship

Identifiers-*California University Berkeley

Results of a lower division program evaluation questionnaire administered to freshmen and sophomores at the University of California at Berkeley are presented. Major areas of the survey were: departmental course evaluations; advising; faculty and their teaching; curriculum, courses, and content; competition, testing, grading, and student workload and performance; student participation in university governance; and overall satisfaction and the contributions of the university. Characteristics of the student population and methods of analysis are described and recommendations are offered. A sample questionnaire is appended. (SW)

ED 165 556 HE 010 792

Watson, Rose T. Hogges, Ralph

A Model Academic Advisement Manual for Teaching Faculty.
Florida International Univ., Miami.
Pub Date- 78
Note-117p.; Some tables may not reproduce well due to marginal legibility of original document ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Policy, *Admission Criteria, Career Planning, Clinical Experience, College Admission, College Curriculum, College Faculty, *Degree Requirements, Directories, *Educational Counseling, External Degree Programs, *Faculty Advisors, *Grading, Guides, Health Occupations Education, Higher Education, Individualized Programs, School Policy, School Registration, Social Services, Social Work, Statistics
Identifiers-*Florida International University, Policy Statements

The manual, for faculty advisors at Florida International University, provides information regarding policies and procedures relating to the academic advisement process. The introduction includes an academic advisement policy statement and the philosophy of the School of Health and Social Services. Part 2 provides an overview of the four phases of the advisement process and discusses the functions and responsibilities of the coordinator and the faculty advisor and outlines liaison activities with the Office of Registration and Records. Admissions are covered in part 3 (including such topics as admission policies and procedures, program requirements, general education requirements, and transfer credit) and registration is examined in part 4. Academic regulations (such as class attendance, dropping and adding, final exams, withdrawal, readmission, and suspension) are described in part 5. Part 6 focuses on the grading system, and part 7 on degree requirements. Curriculum offerings in the School of Health and Social Services (such as criminal justice, dietetics and nutrition, health science, home economics, nursing, physical therapy, and social work) are outlined in part 8. Part 9 provides other information regarding the external degree program, career planning and placement services, clinical and field experience, individualized programs of study, and statistics on the School of Health and Social Services. Included is the campus directory. (BD)

ED 165 557 HE 010 793

A Role for Marketing in College Admissions. Papers Presented at the Colloquium on College Admissions, May 16-18, 1976.

College Entrance Examination Board, New York, N.Y.

Pub Date-76

Note-124p.; Papers presented at the Colloquium on College Admissions (Fontana, Wisconsin, May 16-18, 1976) ; Some small print may be marginally legible

Available from College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 ($5.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Admissions Counselors, Case Studies, *College Admission, College Bound Students, Declining Enrollment, *Educational Demand, Educational Finance, Educational Supply, Enrollment Projections, *Higher Education, *Marketing, Research Utilization, Retrenchment, *Student Recruitment

This collection stresses the need for informed and more sophisticated marketing techniques for college admissions officers to help them cope with the decreasing number of prospective college students. The importance of the college admissions office is increasing as admissions becomes a more crucial element to the colleges' financial well-being. The collected papers provide an appraisal of what the situation in college admissions will be like for the next few decades. Presentations include: The Future Market for College Education (Humphrey Doermann); Applying Marketing Theory to College Admissions (Philip Kotler); The Positioning Era: Marketing Strategy for College Admission in the 1980's (Howard Geltzer and Al Ries); and Using Research in Analyzing Student Markets: A Case Study (Daniel F. Sullivan and Larry H. Litten). Introductory remarks by John M. Duggan are also included. (BH)

ED 165 558 HE 010 794

The Effect of Collective Bargaining on Teacher Salaries. Issue Analysis. September 1978.

Public Service Research Council, Vienna, Va.
Pub Date-Sep 78
Note-14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Collective Bargaining, Comparative Analysis, Elementary Secondary Education, *Faculty Promotion, Higher Education, National Surveys, *Promotion (Occupational), *Teacher Salaries, *Teacher Strikes, Trend Analysis, *Unions
Identifiers-Compensation (Remuneration)

Teacher salaries across the country were examined to determine whether collective bargaining is a prime determinant of the rate of increase in teacher salaries. It is suggested that many teachers join a union and seek collective bargaining in order to achieve higher pay. The percentage change in primary and secondary teacher salaries was compared between the 1969-70 and 1975-76 school years. Further comparisons were made between the 30 states that enacted compulsory teacher bargaining legislation before or during the period under consideration and the 19 states without such legislation. Collective bargaining was not found to have a major impact on the growth of teacher salaries. States without teacher collective bargaining legislation which had a lower degree of actual bargaining, experienced growth in teacher compensation rates very similar to, and on the average higher than, those states with bargaining legislation. A recent study concluded that unionization has resulted in a negative impact on teacher salaries. At the collegiate level, a study has been conducted of 37 campuses that negotiated their initial collective bargaining agreement during the period between the 1971-72 and 1975-76 academic years. It is concluded that no significant impacts on salary, compensation, and promotions were associated with the adoption of collective bargaining by college and university faculty. At all levels, collective bargaining increases the likelihood of strikes, which disrupt the education process and entail a social cost. (SW)

ED 165 559 HE 010 795

Arimoto, Akira

The Academic Structure in Japan: Institutional Hierarchy and Academic Mobility.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Report No.-YHERG-27
Pub Date-Aug 78
Note-39p.; Some tables may not reproduce well ; Research sponsored by the International House of Japan
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bureaucracy, College Role, Comparative Education, Foreign Countries, Governance, Government School Relationship, *Higher Education, Horizontal Organization, Institutional Role, Leadership Responsibility, Nationalism, Non Western Civilization, *Occupational Mobility, *Organizational Climate, *Power Structure, *Professional Recognition, Researchers, *Research Opportunities, School Organization
Identifiers-*Japan

The characteristics of the Japanese academic structure are examined with attention to the evolution of institutional hierarchy, the closed academic structure, and the effects of the academic structure upon academic research. The evolution of Japan's institutional hierarchy in academics has been tightly related to factors of nationalism, bureaucracy, and degreeocracy. The academic elite, as well as various national elites, were trained and sponsored by the central government, and they have monopolized the posts of professors in their alma maters even after the founding of other imperial universities and national universities. The school from which one comes has been an evaluation criteria rather than achievement or merit. In Japan most market shares are occupied by a few universities; market shares is one of the indexes of academic nepotism. The other index of academic nepotism is the inbreeding ratio. The lack of horizontal mobility is caused by the institutional hierarchy. Academic productivity is high among scholars graduated from universities ranked at the top of the institutional hierarchy, since in the closed academic structure, the graduates of the top universities are in the most advantageous position for placement to research posts. (SW)

Mandel, Jerry E. Hellweg, Susan A.

A Response to Increasing Faculty Resource Constraints: The Development of Umbrella Academic Programs and New Curricular Aggregates from Existing Instructional Resources.

Pub Date-Aug 78
Note-12p.; Paper presented at the Conference of the Society for College and University Planning (Hollywood, Florida, July-August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Curriculum, College Instruction, *Curriculum Development, Degrees (Titles), Departments, Higher Education, *Interdisciplinary Approach, *Organizational Change, *Program Development, *Relevance (Education), Retrenchment, State Universities
Identifiers-California State University Dominguez Hills, San Diego State University CA

In an era of shrinking financial support for programmatic development as a result of reduced levels of funding from government sources and the concurrent influx of steady state, colleges and universities need to explore new alternatives. Two curricular planning strategies are addressed in this paper in response to this dilemma, one involving the creation of umbrella academic programs under the guise of an interdisciplinary framework, the other involving the reorganization of existing instructional resources into new programmatic aggregates. Examples of each strategy at two state universities are provided. The interdisciplinary example is the Behavioral Science Graduate Program, housed within the School of Social and Behavioral Sciences, at California State University, Dominguez Hills. The second approach is exemplified by a number of curricular programs at California State University, Dominguez Hills and San Diego State University, and it can be applied to any type of program, including a minor, an undergraduate degree program, or a graduate degree program. Their programmatic appeal to students and their cost-effective appeal to the university community are cited. It is contended that both approaches are necessary to retain the development of quality programmatic growth at colleges and universities. This growth is necessary for meeting the needs of students, both in terms of their interests and of their employability upon graduation. (Author/LBH)

ED 165 561 HE 010 799

Minimum Requirements are Needed for Colleges and Universities to Justify Research Equipment Purchases. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-52
Pub Date-11 May 78
Note-27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Colleges, Cost Effectiveness, Educational Finance, *Equipment Utilization, *Federal Aid, Federal Regulation, *Government School Relationship, *Grants, Guidelines, Higher Education, *Purchasing, *Research and Development Centers, Scientific Research, Universities, Use Studies
Identifiers-Compliance (Legal), National Institutes of Health, National

Science Foundation

The National Science Foundation and the National Institute of Health's policies and procedures for awarding funds through grants for scientific research to colleges and universities for purchasing research equipment are reviewed. Both agencies rely mainly on the researchers to request only necessary equipment. Research evaluation systems, peer review, budget cuts, and site visits are also used to regulate equipment requests and each of these methods is described. Officials at six universities were interviewed, and the equipment management techniques of Boston University, Harvard University, Brandeis University, Brown University, Yale University, and the Massachusetts Institute of Technology are discussed. Iowa State University's Research Equipment Assistance Program is also described. The requirements of the Office of Management and Budget as detailed in circular A-110 are discussed and recommendations for changes are made including: (1) minimum federal requirements for grantees to follow to avoid unnecessary equipment purchases; and (2) special procedures to periodically check grantees' compliance with the requirements. (BH)

ED 165 562 HE 010 800

Higher Education Perspectives '78. Proceedings of 27th SREB Legislative Work Conference, August 20-22, 1978.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-22 Aug 78
Note-52p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Access to Education, College Admission, Conference Reports, Court Litigation, Delivery Systems, Educational Accountability, *Educational Finance, Educational Trends, Enrollment Trends, *Government School Relationship, Health Personnel, *Health Services, *Higher Education, Performance Based Teacher Education, Private Colleges, Public Policy, Regional Cooperation, Reverse Discrimination, Rural Areas, *Southern States, State Programs, *Teacher Education
Identifiers-*Bakke Case, Kentucky, Southern Regional Education Board, Texas

The proceedings of the 1978 Legislative Work Conference of the Southern Regional Education Board include eight essays on higher education. In the first essay, Financing Higher Education in the 1980's: Fewer Students, More Dollars?,'' Lyman A. Glenny outlines nine issues that may affect fixed and variable costs for higher education. In Public Policy and Private Higher Education,'' David W. Breneman presents his views on federal and state policies affecting private higher education. He sees possibilities for the South that are effectively unavailable to the rest of the nation. In The Bakke Decision and State Legislatures,'' Robert M. O'Neil focuses on implications of the Supreme Court decision for state policymakers. In Supply and Distribution,'' Frank A. Sloan outlines some of the policies that have been tried or are being considered by states to influence the distribution of health manpower. In Supply: Changing the Focus to Health Care Delivery,'' Gordon H. DeFriese describes several specific programs that states now have in operation and that have promise for delivering health care services to rural areas. Robert R. Martin, a college president turned legislator, and Max Sherman, a legislator turned college president, present their views on higher education in Capitol and Campus.'' Competency Testing's Policy Implications for Teacher Training,'' by Charles B. Reed, remarks by West Virginia Governor John D. Rockefeller, IV, and remarks by Virginia Governor John N. Dalton are also presented. (SW)

ED 165 563 HE 010 802

Greenhill, Muriel
Competence-Based Education: Its Nature and Purposes in Relation to Undergraduate Public Administration.
New York State Education Dept., Albany. Bureau of Occupational Education Research.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-76
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Accountability, *Educational Objectives, Higher Education, *Performance Based Education, *Public Administration Education, *Systems Approach, Undergraduate Study

Competence-based education is defined and described as a system, and reference is made to its application to undergraduate education in public administration. Competence-based education emphasizes an integration of theory and practice in learning and curriculum and the organization of educational goals into explicit outcomes. The attainment of educational goals serves as the basis of the learning, assessment, and credentialing process. Competence-based education as a system seeks to teach those competences that are required in the real world. The three critical ingredients for an effective competence-based educational program are goal clarification, operational specification, and assessment. From the field of public administration there have been warnings against overdefinition, since the professional abilities needed in public administration tend to be analytical/integrative. Five benefits of competency-based education are discussed. (SW)

Mingle, James R.
Degree Output in the South, 1975-76: Distribution by Race.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-78

Note-93p.; Not available in hard copy due to marginal legibility of original document
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Georgia 30318 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Bachelors Degrees, Black Colleges, *Black Students, Caucasian Students, College Majors, College Students, *Degrees (Titles), Doctoral Degrees, Enrollment Rate, *Higher Education, Masters Degrees, National Surveys, Professional Education, Racial Composition, *Racial Distribution, *Southern States, Statistical Data, Trend Analysis

The first systematic national count of degree output by race is presented for use by institutional curriculum planners to help give students the opportunity to make realistic choices in career planning. Included are summary tables of degree production by level (doctoral, master's, bachelor's, and first-professional degrees awarded); degree changes by field and level in the South; degrees awarded by race; distribution of black degree recipients among fields; and percentages of distribution of black degree recipients by field and level in predominantly white and predominantly black institutions. (BD)

ED 165 565 HE 010 811

Agreement Between the Board of Trustees of Union College and the Union College Chapter of the American Association of University Professors.

American Association of Univ. Professors. New Jersey State Conference.; Union Coll., Cransford, N.J.

Pub Date-1 Sep 77

Note-85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, *Employment Practices, Faculty Evaluation, *Faculty Organizations, Faculty Promotion, Faculty Workload, Fringe Benefits, Higher Education, Leave of Absence, *Negotiation Agreements, Organizations (Groups), Retirement, Teacher Administrator Relationship, *Teacher Employment, Teaching Benefits, Teaching Conditions, Tenure, Trustees

Identifiers-*American Association of University Professors, Compensation (Remuneration), Faculty College Relationship

The agreement between the Board of Trustees of Union College and the American Association of University Professors of the college includes the following topics: chapter membership, board rights, chapter rights, academic ranks, work of the faculty, faculty appointments, faculty reappointments and promotions, professional evaluation, faculty record file, tenure, faculty discipline, academic freedom, faculty members appointed to administrative positions, powers and organizations of the faculty, departments, compensation, health and welfare benefits, outside employment, leaves of absence because of court appearances or illness or injury, professional leaves of absence, leaves of absence without pay, summer sessions, faculty workload, reduction of faculty, retirement, college calendar, general working conditions, grievances and arbitration, work or business interruption, exchange of information, and conditions of the agreement. (SW)

ED 165 566 HE 010 812

Burns, Richard L. And Others

Case Studies of Graduate Admissions and Fellowship Selection Policies and Procedures.

Graduate Record Examinations Board, Princeton, N.J.
Pub Date-71
Note-145p.; Some charts and appendices are marginally legible
Available from-Graduate Record Examinations Board, Educational Testing Service, Princeton, New Jersey 08541
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Administrative Organization, *Administrative Policy, *Admission Criteria, Case Studies, College Admission, Departments, *Fellowships, *Graduate Students, *Graduate Study, Higher Education, Institutional Characteristics, Selection, Universities
Identifiers-Claremont Graduate School CA, Kent State University OH, Northwestern University IL, University of California Los Angeles, University of Texas Austin, Yale University CT

A series of case studies of graduate admissions and fellowship selection policies and procedures is presented, representing several kinds of graduate schools (such as large, small, public, private, established, emerging, more and less centralized). The following six graduate schools were visited for three days by members of the Graduate Record Examinations Board Services Committee: Claremont Graduate School, Kent State University, Northwestern University, University of Texas at Austin, University of California at Los Angeles, and Yale University. Each case study consists of the following sections: introduction; institutional organization and structure; admissions policies and procedures; fellowship selection policies and procedures; departmental policies and procedures; and conclusion and appendices. (BD)

ED 165 567 HE 010 813

Mollenhauer, Emery C.
Observations on Off-Campus Credit Courses and Programs.
La Salle Coll., Philadelphia, Pa.
Pub Date-78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, Adult Education, *Articulation (Program), College Faculty, *College Planning, Curriculum Planning, Degrees (Titles), Enrollment, *Evening Programs, *Extension Education, Guidelines, Higher Education, Multicampus Colleges, Student Characteristics, *Transfer Policy
Identifiers-Branch Campuses, *Middle States

A number of colleges and universities are providing greater access to higher education by developing off-campus programs and courses. A study of such off-campus activities offered for credit in the Middle States area draws on data from the Middle States Commission on Higher Education (Middle States Association of Colleges and Schools) survey and on information from interviews with administrators. Focus is on those educational activities that necessitate a student's matriculating eventually at the main campus to secure a degree. Included in the data summarized is information on enrollment, student characteristics, the likelihood of student transfers to the main campus, curriculum offerings, policies concerning the determination of curriculum, faculty selection criteria, faculty situation (regular full-time, non-regular, etc.), program administration, administrative autonomy, and resources, including libraries, computers, counseling, etc. Also presented are a few recommendations about the administration of off-campus units, transfer of students to the main campus, curriculum planning, the advisability of selecting as many full-time main campus faculty as possible, adequate planning for off-campus units, and realistic appreciation of library needs. (JMD)

ED 165 568 HE 010 814

Dressel, Paul

Problems and Principles in the Recognition or Accreditation of Graduate Education. Report No. 4 of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 3. September 1978.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-Sep 78

Note-51p.

Available from-Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 760, Washington, D.C. 20036

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Academic Standards, *Accreditation (Institutions), *Doctoral Degrees, Doctoral Programs, *Evaluation Criteria, *Graduate Study, Guidelines, Higher Education, *Masters Degrees, Professional Education, Program Descriptions, Program Evaluation

Identifiers-*Nontraditional Education

General guidelines for judging and evaluating advanced degree programs are presented, and the several types of degrees and specific graduate programs are discussed in detail. Graduate programs may be fully prescribed for all students, may have significant elements of flexibility permitting adaptations to individual needs and aspirations, or may be highly individualized for persons with clear and well-defined goals and unusual backgrounds. Accreditation by a nationally recognized agency has been the chosen means for assessing and recognizing the quality of institutional programs. There are two types of accreditation in higher education: general or institutional and specialized or programmatic. Research-oriented degrees have been directed mainly to the acquisition of knowledge and, to a lesser extent, to the organization and dissemination of knowledge. Practice-oriented degrees include those of the major professions. Nontraditional graduate programs and problems of appraising graduate programs in general are discussed. General characteristics of the following degree programs are discussed. Master of Arts and Master of Science,professional or practitioner master's degrees, sixth-year degrees and programs, Doctor of Philosophy, Doctor of Arts, Doctor of Education, and other practitioner type doctorates. Seven general principles and 24 specific principles regarding review and accreditation are presented. (SW)

Nediger, W. G.

Identification of Relative Power Amongst Faculties in Universities.

Pub Date-13 Sep 78
Note-31p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Fourth General Conference of the Centre for Educational Research and Innovation, OECD, "Managing Universities in the 80's" (September 11-13, 1978)
EDRS Price MF-$0.83 Plus Postage. HC **Not Available from EDRS.**
Descriptors-Budgets, *College Faculty, Educational Planning, Foreign Countries, *Governance, Higher Education, Interaction Process Analysis, *Interprofessional Relationship, *Organizational Climate, Policy Formation, *Power Structure, School Organization, Teacher Administrator Relationship
Identifiers-Academic Planning, *Canada, *Faculty College Relationship

Studies on the identification of power bases within five Canadian universities were designed to develop a utility function for each sub-unit that will generate a series of power rankings. The unit of study is the faculty, and the tool is designed to identify the relative power of separate faculties and various combinations of faculties. Two power indices concerning budgetary allocation and academic policy-making are analyzed in this process. Five assumptions that form the basis for the derivation of the utility functions and power rankings are presented. The assumptions concern the external environment that affects the faculty, interaction with other faculties, and the formal governance structure. Faculty power is assessed by the Total System Interface Ranking and various power rankings with respect to policies concerning budgets, academic matters, and planning. The factors making up the Total System Interface Rank are the faculty's share of the university's inputs, the degree of constraint on the faculty exercised by outside agencies, the faculty's share of the university's outputs, and the type of interactions the faculty has with other faculties. Tables are presented for two of the universities on external interface relationships, committee structure, and internal interface relationships. External interface factors involve eight inputs, 10 constraints, and six outputs. (SW)

ED 165 570 HE 010 816

Lavin, David E. And Others

Ethnicity, Equality and Hierarchy: The Fate of Ethnic Groups Under an Open Access Model of Higher Education.

Pub Date-8 Sep 78
Note-65p.; Paper presented to meetings of the American Sociological Association (San Francisco, September 4-8, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Access to Education, Black Students, Caucasians, *College Admission, College Integration, College Majors, *College Students, Comparative Analysis, *Educational Opportunities, Equal Education, *Ethnic Groups, Higher Education, Institutional Research, Jews, *Minority Groups, *Open Enrollment, Research Projects, Spanish Speaking, State Universities, Statistical Data
Identifiers-*City University of New York

The academic fate of students from different ethnic groups under open admissions at City University of New York is examined. Three central questions are addressed: (1) Who came and how was the ethnic composition of the university affected by open admissions? (2) To what degree did different parts of the university become ethnically integrated? (3) How did the members of different ethnic groups do? The analyses cover the first five years of open admissions and utilize four types of data. Open admissions did provide important access to the university for minority students, but more whites than minority students benefited from the policy for the years 1970-72. The distribution of minority groups at the university became more equal as a result of open admissions, but some stratification did remain. The impact of stratification at preceding levels of the system, in high schools and elementary schools, continued to be felt. Minority students were more likely to be found in the technical-vocational curricula, but student preferences appear to be the contributing factor. Students in the open admissions program did well by comparison with national norms. Even when high school performance was controlled, relatively consistent and sometimes large differences were visible in ethnic rates of success. In the senior colleges, Jewish students were generally the most successful and Hispanic students were the least successful. In the community colleges, the white groups were generally more successful than the blacks and Hispanics. Ten statistical tables are included. (SW)

ED 165 571 HE 010 817

Collins, Janet Nickel, K. N.

The GPA Game and the Newly Disadvantaged College Student.

Pub Date-78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Standards, Administrative Policy, Articulation (Program), *Comparative Analysis, Competition, Educational Coordination, *Grade Point Average, *Grading, Higher Education, *Interinstitutional Cooperation, *Student Evaluation
Identifiers-Grade Inflation

This article on grading practices in colleges considers the following issues: the more extensive utilization of nontraditional grades by many institutions, the practices of some institutions of not giving or not recording D and/or F grades, the policy of permitting unlimited repeating of courses with the last or highest grade received used in grade point average (GPA) computation, the academic bankruptcy'' procedure of excluding one or more bad'' semesters, and the lack of comparability of grades from one institution, one department, or one professor to the next. These practices raise serious questions about the manner in which a student's GPA is used to evaluate a student. There is a need for more commonality and equivalence in grading systems so that competition for graduate schools, fellowships, and jobs is more fair. There could be some progress in this direction if all of the departments or colleges in an institution, or all of the state schools in one state, or a national organization could encourage all of its member schools in higher education to work for equivalent grading systems. (SW)

ED 165 572 HE 010 819

Robbins, Jerry H.

A Model for the Annual Allocation of Financial Resources to Academic Units in Higher Education.

Arkansas Univ., Little Rock.

Pub Date-Nov 78

Note-22p.; Paper presented to the Mid-South Educational Research Association (New Orleans, Louisiana, November 8, 1978) ; Chart 2 may not reproduce clearly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrative Problems, Administrator Guides, *Budgeting, Departments, Educational Finance, Estimated Costs, *Financial Policy, *Higher Education, *Mathematical Formulas, *Models, Program Costs, *Resource Allocations, School Funds, Teacher Salaries, Unit Costs

A formula model is presented for use by the chief academic officer, college deans, department chairpersons, and section heads to make the specific dollar allocations to the academic units for which they are responsible. The following calculations and estimations of the factors in the formula are explained: total adjusted amount to be allocated, in dollars; average faculty support at standard amounts; and estimated work load units. Included is a comprehensive example to which the formula model is applied. (BD)

ED 165 573 HE 010 820

Annual Report Fiscal Year 1977-78. Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.
Pub Date-Nov 78
Note-67p.; For related document see HE 010 821
Available from-Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, Alabama 36104
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Annual Reports, Budgets, Colleges, Community Colleges, Degrees (Titles), Directories, Educational Finance, *Enrollment Trends, Federal Programs, Health Occupations Education, *Higher Education, Information Systems, Junior Colleges, Liberal Arts, Medical Education, Private Colleges, *State Aid, *State Boards of Education, State Colleges, State Universities, *Statewide Planning, Student Financial Aid, Trend Analysis
Identifiers-*Alabama

In its annual report for the 1977-78 fiscal year, the Alabama Commission on Higher Education summarizes the activities of the Commission and discusses the status of higher education in the State of Alabama. Major trends noted in this report include: an overall increase in state funding for higher education, an increase in funds appropriated for first professional health education, and a significant decrease in the number of humanities and liberal arts degrees awarded. Topics covered in the report include: (1) academic programs; (2) appropriations for higher education; (3) college and university information systems; (4) operating budget of the Commission; (5) federal programs; (6) special studies by the Commission; (7) student assistance programs; and (8) the evaluation committee. A map of institutional locations and lists of higher education institutions in the State of Alabama are appended. (BH)

ED 165 574 HE 010 821

Alabama Student Assistance Program. Third Annual Report. 1977-78. Academic Year.

Alabama State Commission on Higher Education, Montgomery.

Pub Date- 78
Note-86p.; For related document see HE 010 820
Available from-Alabama Commission on Higher Education, Suite 221, One Court Square, Montgomery, Alabama 36104
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Annual Reports, College Students, Educational Finance, Eligibility, Family Income, Federal Aid, Financial Support, Geographic Distribution, *Grants, Higher Education, *State Aid, State Departments of Education, *State Federal Aid, Statistical Data, *Student Costs, *Student Financial Aid
Identifiers-*Alabama Student Assistance Program

The Alabama Student Assistance Program, a state/federal cooperative aid program to provide financial assistance to residents of the State of Alabama for undergraduate postsecondary education at institutions within the State of Alabama, is described in this annual report for the 1977-78 academic year. A total of 15,710 applications for aid were submitted in 1977 and 2,453 grants were awarded, and $272,930 in Federal State Student Incentive Grant Program Funds were matched on a one-to-one basis, for a total grant expenditure of $545,860. Eligibility requirements for applicants and a classification of applicants for 1977-78 is provided. Grant applicant and recipient distribution are described by geographic location, family income, type of institution, and participating institutions. Tables are provided for each category. (BH)

ED 165 575 HE 010 822

Radner, Roy Kuh, Charlotte V.

Preserving A Lost Generation: Policies to Assure A Steady Flow of Young Scholars Until the Year 2000. A Report and Recommendations, October 1978.

Spons Agency-Carnegie Commission on Higher Education , Berkeley, Calif.; Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date-Oct 78

Note-63p.; Some of the tables may not reproduce well due to marginal legibility of original document

Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Ave., Berkeley, California 94704

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Rank (Professional), Cohort Analysis, *College Faculty, *Doctoral Degrees, *Employment Opportunities, Faculty Development, *Faculty Recruitment, *Higher Education, Program Development, Reduction in Force, Research Opportunities, Statistical Data, Teacher Employment, Teacher Promotion, Teacher Retirement, *Teacher Supply and Demand, Tenure

Identifiers-Early Retirement, Junior Scholars Program

If no radical changes occur over the next 10 years in the aggregate relationships among college-age cohort sizes, enrollment figures and ratios of doctoral faculty-to-students, the mid-1980's and mid-1900's will see precipitous, but probably temporary declines in the demand for new Ph.D. faculty. Without the implementation of policies designed to offset such cyclical fluctuations, there will be serious consequences for academic research and teaching. Several innovative policies and recommendations to insure a moderate but steady flow of young doctorate scholars into academia are detailed and their consequences in terms of faculty demography and program costs are explained. On the national level, a Junior Scholars Program that would provide limited research positions is recommended. On the institutional level, early retirement programs introduced to fit projected changes in age structure and teaching demand are suggested. The importance of the timing of implementation for any of these programs is stressed. Statistical projections and summaries of previous related reports are appended. (Author/BH)

ED 165 576 HE 010 823

Andersen, Charles, Ed.

A Fact Book on Higher Education. Earned Degrees. Fourth Issue/1977.

American Council on Education, Washington, D.C.

Pub Date-77

Note-132p.; For related document see ED 125 395, Some footnotes may not reproduce well due to small print

Available from-Publications, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($8.50)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Associate Degrees, *Bachelors Degrees, Black Students, Data Collection, *Degrees (Titles), Departments, *Doctoral Degrees, Females, Geographic Regions, *Higher Education, *Masters Degrees, Minority Groups, Statistical Data

The fourth in a series of volumes on higher education data, this fact book compiled by the American Council on Education contains information about associate degrees, bachelor degrees, and higher degrees earned in the United States from 1947-48 through 1975-76, with projected statistics provided through 1985. The data are condensed into figures and tables that emphasize trends and relationships. The categories for which figures and tables are provided include: earned degrees by level of degree; earned degrees by sex and by control of institution; earned degrees by region and state; earned degrees by race/ethnic group and academic area; and median years from baccalaureate to doctorate degree. Statistics for bachelor degrees awarded to black and other minorities and for doctorates awarded to women are also provided. Figures for earned degrees by academic areas are given in the following categories: humanities, education, social sciences, health professions, biological sciences, physical sciences, engineering, and other fields. Information compiled on associate degrees is presented in a separate section. An index to all four issues of the Fact Book is included. (BH)

ED 165 577 HE 010 824

Andrews, Grover J.

Assessing Nontraditional Education. Summary Report of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 1, September 1978.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-Sep 78

Note-222p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Academic Standards, *Accreditation (Institutions), Administrative Organization, Continuous Learning, Conventional Instruction, Costs, Degrees (Titles), Directories, Educational Assessment, Educational Change, *Evaluation Criteria, *Experiential Learning, *External Degree Programs, Federal Government, Government Role, Models, National Surveys, *Nontraditional Students, Performance Contracts, *Postsecondary Education, Program Evaluation, State Agencies

Identifiers-*Nontraditional Education

A study was undertaken for the Council on Postsecondary Accreditation to develop evaluative criteria and procedures for the accreditation [illegible] nontraditional education. The summary report presents the major activities and findings of the study. The Introduction gives its history and background and outlines its scope, including the goals, organizational structure, and implementation. In Chapter 1, nontraditional education is defined, with its essential components and elements as well as its strengths and weaknesses identified. Chapter 2 presents findings on the current status of accreditation of nontraditional education, proposes changes in the process, and touches on a number of related issues such as experiential and prior learning, off-campus degrees and programs, contractual relationships, continuing education, the meaning of degrees, relationships to state and federal agencies, and the costs of accreditation. The implications of the project's findings are presented in Chapter 3, directly addressing the roles and relationships of traditional postsecondary education, the nontraditionalist, and accreditation. Twenty-five recommendations addressed to specific audiences are made in Chapter 4. Significant findings of a national survey undertaken for the project are reported throughout. Appended are a sequential evaluation model for institutions with off-campus programs, a list of advisory committee members, a roster of participating institutions, and a report of the PECA Seminar on the COPA Project. (Author/MSE)

ED 165 578 HE 010 825

Light, Donald, Jr. Spiegel, John P.
The Dynamics of University Protest.
Pub Date-15 Aug 77
Note-206p.
Available from-Nelson-Hall, Inc., 325 W. Jackson Blvd. Chicago, Illinois 60606 ($12.00)
Document Not Available from EDRS.
Descriptors-*Activism, Administrator Attitudes, Case Studies, College Faculty, *Dissent, Educational History, *Group Dynamics, Group Structure, Higher Education, Historical Reviews, Literature Reviews, *Organizational Climate, Power Structure, Student Behavior, *Student College Relationship, Teacher Attitudes, University Administration

Eleven years after the end of the height of protest on college and university campuses, it is important to try to understand what the student protest movement was all about, how it came to be, how and why it ended, and what will happen next. Through intimate case studies of takeovers at various universities, the dynamics of that era are examined. Presented in this book are essays on the literature about the protest movement, its organizational context, the tactics of protest, the dynamics of faculty response, the group psychology of campus disorders, and the strategies adopted by university authorities to counter dissent. The study attempts to provide both historical and structural perspective on previous topical studies of the protest period. A bibliography and index are included. (Author/MSE)

ED 165 579 HE 010 826

Johnson, Kent R. Ruskin, Robert S.

Behavioral Instruction: An Evaluative Review.

American Psychological Association, Washington, D.C.

Pub Date-77

Note-182p.

Available from-American Psychological Association, Inc., 1200 Seventeenth Street, Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors-*Behavioral Objectives, *College Instruction, Comparative Analysis, Conventional Instruction, Educational History, Educational Research, Grading, Higher Education, *Independent Study, *Individualized Instruction, Instructional Innovation, Mastery Learning, *Performance Based Education, Research Methodology, Research Needs, *Teaching Methods

Identifiers-*Personalized System of Instruction

The state of the art of behavioral instruction and examples of successful implementation of behaviorally-based college teaching are provided in this book. In Chapter 1, the Personalized System of Instruction (PSI) is covered, including a discussion of the problems inherent in traditional teaching methods that led to the development of personalized instruction, a summary of the theoretical and empirical basis for the changes in traditional instruction, basic features of PSI, and the selection and use of the two most common kinds of proctors. Chapter 2 focuses on five other major behaviorally-based systems of college teaching: Ferster's interview technique; Michael's group-instructed, remediation system; Johnston and Pennypacker's individualized strategy for increasing oral fluency and minimizing errors; Malott's daily quiz, group-paced system for instructing very large classes; and Lloyd's behavioral menu, contingency-managed system for training a wide diversity of student performances. The third chapter is devoted to the management and grading of a behavioral course, with special emphasis on the basic PSI course and the interview technique. The major focus of Chapters 4 and 5 is on the large amount of diverse data collected in behavioral courses, including student evaluations of courses, student performance, and assessments of the relative importance of each of the many components that have been implemented in behavioral instruction courses. Throughout, methodological problems in researching behavioral instruction are analyzed when appropriate. In Chapter 6, extensions of behavioral instruction to noncollege populations and objectives are examined, and future directions for research are suggested. Bibliographies are provided for each chapter. (LBH)

ED 165 580 HE 010 827

McMurrin, Sterling M., Ed.
On the Meaning of the University.
Pub Date-76
Note-123p.
Available from-University of Utah Press, Salt Lake City, Utah 84112 ($8.00)
Document Not Available from EDRS.
Descriptors-Books, *College Role, *Cultural Context, *Educational Benefits, *Educational Philosophy, Educational Responsibility, Futures (of Society), *Higher Education, Individual Needs, Quality of Life, Social Responsibility, Universities, *Values

The meaning of education is addressed in this book of philosophical essays by seven authors. Focus is on education in the context of the issues that currently confront students, teachers, educational institutions, and people concerned with the quality of contemporary life. The volume examines the cultural foundations of society and finds the meaning of a university in knowledge, its intrinsic value and its uses, and in reason and reasonableness. Reconciliation of Tradition and Modernity in Universities,'' by Lord Eric Ashby, confronts one of the decisive problems that education generates as it attempts to move into new territory while preserving the authentic values of the past. In Democracy and Distinction in American Education,'' Brand Blanshard treats another basic dilemma: the apparent conflict of the ideal of democracy with the ideal of individual distinction. In The Individual and Society,'' John Gardner examines the university's role in achieving both individuality and strength in social institutions. T.R. McConnell deals with the question: Do we have a Surfeit or Dearth of Highly Educated People?'' Mina Rees in her essay, The Ivory Tower and the Marketplace,'' sorts out the questions that must be asked by all educators who seriously believe that the university of the coming decades must be responsive to the practical interests of society while preserving its task as creator of knowledge and wisdom. In Forces for Change in American Higher Education,'' David Pierpont Gardner argues that the university of the future must accommodate a variety of forms and structures. The introductory essay suggests that the philosophy of education is a function of the value structure of the culture. (LBH)

ED 165 581 · HE 010 828

Anderson, Kenneth E. Acero, Herman D.
Guidelines for Planning in Higher Education.
Colombian Inst. for Promotion of Higher Education, Bogota.
Pub Date-Jul 74
Note-149p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, *College Planning, *College Role, College Students, Conceptual Schemes, Definitions, *Educational Development, Educational Objectives, Educational Problems, Enrollment Projections, Foreign Countries, Governance, Guidelines, *Higher Education, Management Systems, Models, Postsecondary Education, *Program Planning, Statewide Planning
Identifiers-Colombia

Guidelines for planning in higher education (which might have an application in Colombia) are described. Chapter 1 provides an expanded definition of higher education that includes noncollege channels to lifelong education and embraces all viable postsecondary education. Chapter 2 addresses current problems facing higher education, such as lack of statewide planning, proliferation of programs and institutions, lack of educational opportunities for all citizens, unsatisfactory financing, and inadequate measures of performance. Chapter 3 presents a general view of higher education, principles for development of higher education, and goals and objectives for higher education. In chapter 4 focus is on governance and management and proposals for both a state commission and a management agency are presented. Chapter 5 covers enrollment forecasting and describes an analytical procedure for predicting the number of potential college and postsecondary enrollees. Needs, aspirations, and accomplishments of high school seniors, high school graduates, vocational-technical students, seniors and graduates of private four-year colleges, public colleges and universities, and community junior college students are examined in chapter 6. Chapter 7 summarizes educational planning model applications and capabilities, and chapter 8 provides a report of the status of the model system in 1970 and lists 12 recommendations growing out of the program evaluation. (BD)

Origin of Kentucky College and University Enrollments. Fall 1977.

Kentucky Council on Public Higher Education, Frankfort.
Pub Date-77
Note-253p.; Not available in hard copy due to marginal legibility of original document
Available from-Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, Kentucky 40601
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Cohort Analysis, College Freshmen, Community Colleges, *Demography, *Enrollment Trends, *Geographic Distribution, *Higher Education, Institutional Characteristics, Junior Colleges, Place of Residence, Private Colleges, *State Surveys, State Universities, Statistical Data, Student Characteristics, Tables (Data), Tuition Grants, Universities
Identifiers-In State Students, *Kentucky, Out of State Students

The geographic origin of students enrolled in Kentucky colleges and universities for the Fall of 1977 are detailed in charts, tables, and maps compiled by the Kentucky Council on Higher Education. The data were gathered from colleges and universities accredited by the Southern Association of Colleges and Schools or by the American Association of Bible Colleges. Kentucky state-supported and independent institutions enrolled 126,162 students during the fall semester of 1977 and of that total, 125,395 are listed in this report by their Kentucky county or state of origin. Enrollment by county and state of origin is given for state-supported and independent colleges, universities, community colleges, and junior colleges. First-time freshmen enrollments, tuition waiver enrollments, and first-professional enrollments are detailed. Out-of-state enrollments and out-of-state first-time freshmen enrollment rates are included for both state-supported and independent institutions. Origin of enrollment for various individual institutions is also diagrammed with maps of the state of Kentucky. (BH)

ED 165 583 HE 010 830

Baker, Curtis O.

Students Enrolled for Advanced Degrees, Fall 1975 Summary Data.

National Center for Education Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.-DHEW-NCES-77-332

Pub Date-77

Note-112p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01727-0)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Attendance, College Majors, Data Analysis, Doctoral Programs, Employment Projections, *Enrollment Trends, *Graduate Students, *Graduate Study, Higher Education, Institutional Characteristics, Masters Degrees, National Surveys, Questionnaires, School Surveys, Statistical Data, Student Characteristics, *Trend Analysis

This survey provides a basis for projecting the availability of trained manpower and for identifying changes in the interests of students in graduate programs. Data are provided on changing trends in enrollment (by field and sex), attendance status (full- or part-time), and state. The report is based on data furnished by 1,091 institutional units and includes all students enrolled in programs leading to a degree beyond the baccalaureate (with certain exceptions). Data are classified into the following categories: attendance status; enrollment level;

discipline speciality; type of control (public or private); and type of institution. Appended are a copy of the survey form and accompanying instructions and definitions. (BD)

ED 165 584 HE 010 834

Beausang, Kenneth R.

The Increasing Enrollment of Returning Women Students and Their Achievement as Measured by Their Mean GPA.

Pub Date-29 Nov 76
Note-37p.; A Practicum presented to NOVA University in partial fulfillment of the requirements for the degree of Doctor of Education ; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, Adult Students, Comparative Analysis, *Females, *Grade Point Average, Higher Education, *Nontraditional Students, Statistical Data
Identifiers-*Black Hawk College IL, *Reentry Students

The two purposes of this study were to: (1) determine whether there had been an increase in the enrollment of returning women students (twenty-five years of age or older) between the fall of 1975 and the fall of 1976 at the Quad-Cities Campus, Black Hawk College. A second problem was to compare the mean grade point average achieved by these returning women students with the grade point average achieved by the rest of the student body. Enrollment data from the fall of 1975 were compared with the enrollment data of 1976, and the mean GPA of all returning women students and of the rest of the student body enrolled on the Quad-Cities Campus was computed by the data processing center. The results demonstrated that the enrollment of returning women students increased 2.2 percent while the overall student enrollment only rose 0.6 percent. The academic achievement of returning women students, as measured by the mean GPA, was significantly higher than the rest of the student body. This difference was significant at the .01 level. Recommendations included: (1) better scheduling of classes for women to increase student hours; (2) improved vocational counseling for women; (3) women should be encouraged to enter more courses traditionally reserved for males. Recommendations for further study included curriculum needs, delivery systems, and the effects of higher education on a woman's personal and social life. Statistical data are appended. (Author/LBH)

ED 165 585 HE 010 835

Beausang, Kenneth R.

An Investigation of the Effectiveness of Black Hawk College Policy in Responding to the Needs of Returning Women Students.

Pub Date-2 Mar 76

Note-60p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education ; Reproduced from best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Administrative Policy, *Adult Students, Affirmative Action, Equal Education, *Females, Higher Education, *Nontraditional Students, Program Effectiveness, Questionnaires, School Surveys, Statistical Data, Student Needs, *Student Personnel Services, *Womens Education

Identifiers-*Black Hawk College IL, *Reentry Students

Black Hawk College policies and programs were examined to determine their effectiveness in responding to the needs of returning women students, one of the most significant groups in the new student population. Literature was reviewed, college documents studied, key personnel were interviewed, and 225 women students aged 25 or older were surveyed. Findings demonstrated that (1) women constituted 52.8 percent of the entire student population and women 25 years old or older accounted for 25 percent of this group, (2) Black Hawk College has several significant programs for women, but very few women have knowledge of these programs, (3) about 70 percent of returning women students at Black Hawk College are career or job goal oriented. Four major recommendations are suggested: (1) a position of Coordinator for Women's Programs should be created to help bridge the present communication gap between existing programs and the student population; (2) a more flexible system for the scheduling of classes should be investigated; (3) there should be increased individualization of courses; and (4) extension courses and an innovative library-based program Study Unlimited, should be expanded. The study concluded that the adoption of these recommendations would strengthen the effectiveness of Black Hawk College's Affirmative Action Plan by improving the opportunities of returning women students. The survey questionnaire and statistical data are included. (Author/LBH)

ED 165 586 HE 010 836

Thompson, Mark E.

Graduate School: Pursuit of Truth or Delicate Hustle?

Pub Date- 78

Note-12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Education, Departments, *Graduate Study, *Higher Education, Intellectual Disciplines, Political Power, Power Structure, Professional Education, Social Characteristics, *Socialization, Social Status, *Social Values, Sociocultural Patterns, *Student Characteristics

Graduate education in the United States is viewed as a narrowing and intellectually confining experience, and its effects on the student and society are discussed. The experience of the graduate student includes learning how to deal with departmental requirements, course expectations, and demands from professors. The ability to hustle'' to meet the requirements of the program is an important skill and is seen as a form of academic socialization found in every discipline. Rather than developing an inquisitive mind, unafraid to delve into various fields and raise important questions, graduate schools force students to function within a particular paradigm producing graduates with shallow vision and limited credentials. Training received in graduate school, the skills required to hustle,'' are then put into practice in the professional world and the result is a group of power-seeking people of action and little depth. Professors also partake in the academic hustle'' in order to attract students and to publish papers and books. Students, professors, and people in general are seen as victims of a technological society that demands a supply of bureaucrats, politicians, business and technical persons to keep the system running, and provides few rewards for the reflective intellectual who is not willing to play along. (BH)

ED 165 587 HE 010 837

Beausang, Kenneth R.

The Influence of Instructor Tutoring on the Learning of Students Using the Mastery Method in Introductory Sociology.

Pub Date-23 Jun 77
Note-64p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, College Faculty, *College Instruction, College Students, Comparative Analysis, Higher Education, *Mastery Learning, Peer Teaching, Sociology, Student Opinion, Teacher Participation, *Teaching Methods, *Tutoring
Identifiers-Black Hawk College IL

The degree of influence instructor tutoring had on the performance of Black Hawk College sociology students was studied along with the question of whether students expressed a change in the degree of preference for the mastery approach when an instructor was actively involved in the learning process. Two classes were used: one during spring 1976 that did not receive instructor tutoring, and one during spring 1977 that did. Mean scores on a midterm exam were compared. At the close of the experiment, students were asked to express their preference for the mastery method of instruction as compared with the traditional lecture-discussion approach. Results demonstrated that there was no significant difference in the mean scores achieved on the midterm exam, nor was there any significant difference in the proportion of students expressing a preference for the mastery method when instructor tutoring was used. However, the smallness of the population tended to cause the tests to not be very sensitive. Recommendations included: (1) clarification of the mastery system in the college's schedule of classes; (2) peer tutoring; (3) increasing teachers' knowledge of and involvement with mastery learning; and (4) additional research of alternative delivery systems and student characteristics as predictors of success. (Author/LBH)

ED 165 588 HE 010 838

Ficklen, Myra

A Guide to Federal Funding in the Physical and Mathematical Sciences.

Association of American Colleges, Washington, D.C. Federal Resources Advisory Service.

Pub Date-Aug 78

Note-23p.

Available from-Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009 ($5.00 for members, $7.50 for nonmembers)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Directories, Educational Improvement, Educational Research, Faculty Fellowships, *Federal Aid, *Federal Programs, Fellowships, Government School Relationship, Grants, Higher Education, *Improvement Programs, *Mathematics, *Physical Sciences, Professional Training, *Program Guides

Identifiers-Department of Energy, Department of Interior, Department of State, Department of Transportation, Environmental Protection Agency, National Science Foundation, Office of Education, Smithsonian Institution

This guide provides summaries of federal programs in the physical and mathematical sciences of interest to colleges and universities. Programs from the following federal agencies are included: National Science Foundation; Department of Energy; Environmental Protection Agency; Office of Education; Department of Interior; Smithsonian Institution; Department of State; and Department of Transportation. For some programs information is provided on the number and amounts of grants awarded, when applications are accepted, and whether the grants are made to institutions or individuals. (SW)

Commitments: A Guide to Community Involvement Programs at The George Washington University.

George Washington Univ., Washington, D.C.
Pub Date-78
Note-70p.; Prepared by the Office of Public Relations
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Education, College Programs, Community Health Services, *Community Programs, Directories, *Engineering Education, Higher Education, *Legal Aid Projects, Legal Education, Medical Education, *Medical Services, *Outreach Programs, *Private Colleges, Professional Continuing Education, Program Descriptions, Program Guides, School Community Programs
Identifiers-*George Washington University DC

This guide to community involvement programs sponsored by the George Washington University provides a synopsis and a contact person for 33 general university programs, 38 medical school and hospital programs, eight National Law Center programs, eight School of Engineering and Applied Science programs, and two programs of the Division of Experimental Programs. Among the programs are: clinical therapeutic recreation services, continuing education for women, museum education, political science-urban legal services, rehabilitation counselor education, urban affairs program, Washington Saturday College, adolescent pregnancy program, child health advocacy, community services for the elderly, family planning clinic, low vision clinic, ovarian cancer study center, sickle cell disease clinic, consumer protection center, environmental law programs, National Center for Law and the Deaf, career talks in engineering, National Engineering Aptitude Search Center, science fair for junior high and secondary school students, and GW-Anacostia community development consortium project. (SW)

Keeping Your School or College Catalog in Compliance with Federal Law and Regulations.

Federal Interagency Committee on Education, Washington, D.C.
Pub Date-Jun 78
Note-28p.; Footnotes marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Catalogs, Colleges, *Consumer Protection, Directories, Educational Discrimination, Federal Legislation, *Federal Regulation, Foreign Students, Government School Relationship, Guides, Handicapped Students, Higher Education, *Information Dissemination, Laws, *Legal Responsibility, Nonprofit Organizations, Privacy, Sex Discrimination, Student Rights, Taxes, Veterans
Identifiers-*College Catalogs, *Compliance (Legal)

Information is provided in this guide to assist educational institutions in bringing their catalogs and other informational materials into compliance with federal laws and regulations. It summarizes applicable laws and regulations and includes the names and mailing addresses of the agencies responsible for administering these laws, regulations, and executive orders. Each section of the guide contains information regarding authority, responsible agency, purpose, institutions covered, pertinent laws or regulations, and references. The following nine sections make up the guide: Student Consumer Information; Veterans Benefits; Nondiscrimination on the Basis of Sex; Nondiscrimination on the Basis of Handicap; Protection of Privacy for Students and Parents; Nonimmigrant Alien Students; Mailing Second-Class and Controlled Circulation Publications; Identification of Mail for Non-Profit Organizations (Third-Class Mail); and Exemption for Federal Income Tax. (BD)

ED 165 591 HE 010 845

Standley, Nancy V.

White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-78

Note-50p.

Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Black Colleges, *Caucasian Students, *College Environment, College Integration, *College Students, Higher Education, Participant Satisfaction, Questionnaires, School Surveys, Southern Schools, Statistical Data, *Student Attitudes, Student Characteristics, *Student College Relationship, Student Experience

Attitudes and perceptions held by white students enrolled in black colleges were studied to determine their educational and personal experiences at the institutions, their feelings about the impact they had on the institutions, and to provide data that could be helpful to the institutions as they move toward becoming multi-cultural. For purposes of data analysis and interpretation, responses are categorized in five groups: observations of respondent data; educational climate and learning experiences; teacher competence; interpersonal relations; and overall satisfaction. All of the participating institutions were located in the South. White students are older than the traditional college age; 60.2 percent are married and 98.6 percent live off campus. The survey questionnaire, a Likert-type scale, investigated perceptions of social activities/atmosphere; physical facilities; employment preparation; student services; and administrative practices, as well as perceptions of the learning and teaching atmosphere. Open-ended items and a comment section were also included. Appendices provide institutional data, respondent information, data on responses to survey items, and selected subjective responses. (SW)

ED 165 592 HE 010 846

Trotsky, Ivan

An Evaluation of the Suitability of the College Setting for Adult Senior Students Attending Federal City College During the Summer Term, 1973.

Pub Date-Mar 74
Note-28p.; Report submitted in partial fulfillment of the requirements for a directed study/practicum, Federal City College
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Students, Age Groups, *College Environment, College Students, Educational Counseling, Faculty Advisors, Higher Education, Institutional Research, *Nontraditional Students, Questionnaires, Research Projects, Scheduling, School Orientation, School Registration, School Schedules, School Surveys, *Student Attitudes, Student College Relationship, Student Experience, *Student Needs, Student Personnel Services, *Undergraduate Students, Urban Universities
Identifiers-*Federal City College DC

The suitability of the college setting for adult senior students attending Federal City College during the summer term of 1973 was evaluated, with focus on registration, orientation, class schedule, academic advising, and supportive services. Adult senior students were defined as all undergraduates who were 31 years old or older and who had received 135-179 quarter hours of credit. A questionnaire mailed to 208 students yielded 72 usable responses. Based on the findings seven recommendations are offered: the college should establish a more organized and speedy registration process; the orientation program should better inform adult students about graduation requirements and the availability of facilities; more classes should be offered in the evening; the academic advisor should be more available to the adult student; more information should be provided to the adult student about the counseling center, day care center, media center, and the skills center; a centrally-located and reasonably-priced cafeteria is needed; and a followup study of adult students should be conducted to determine if the college setting improves. Appendices include initial and followup letters to students and a sample questionnaire. A literature review and bibliography are included. (SW)

ED 165 593 HE 010 847

Pascarella, Ernest T. Terenzini, Patrick T.

Informal Interaction with Faculty and Freshman Ratings of the Academic and Non-Academic Experience of College.

Syracuse Univ., N.Y.
Pub Date- 75
Note-27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, College Environment, College Faculty, *College Freshmen, College Role, *College Students, *Educational Benefits, Followup Studies, Grade Point Average, Higher Education, Institutional Research, Intellectual Development, Interpersonal Relationship, Persistence, Private Colleges, Program Evaluation, Research Projects, School Surveys, Statistical Analysis, *Student Attitudes, Student Experience, Student Opinion, *Student Teacher Relationship, Teacher Attitudes, *Teacher Influence, Teacher Role

This study, done at Syracuse University in 1975, investigated the multidimensional differences in freshman perceptions and experience of the academic and non-academic aspects of college associated with varying amounts of informal contact with faculty. Discriminant analysis indicated that factor dimensions, termed Interest Value, Practical Appeal and Dullness/Apathy, best distinguished between groups of freshmen categorized as high, moderate and low interactors. High interactors were characterized by more positive ratings of their academic program on all three dimensions and by more positive ratings of their non-academic life on Interest Value than were low interactors. as measured by cumulative freshman grade point average, made little difference among the three groups. Analysis of supplementary data also indicated that high interactors ranked faculty members significantly higher as a source of positive influence on their intellectual development and as a source of positive influence on their personal development than did low interactors. In a follow-up analysis of the same subjects conducted during the subsequent academic year, amount of informal contact with faculty was found to be significantly associated with persistence at the institution. (Author/MSE)

Are Enough Physicians of the Right Types Trained in the United States? Report to the Congress of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-B-164031(5); HRD-77-92
Pub Date-16 May 78
Note-149p.; Not available in hard copy due to marginal legibility of original document
Available from-U.S. General Accounting Office, Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Advisory Committees, Educational Coordination, Educational Planning, Government Role, *Government School Relationship, *Graduate Medical Education, Higher Education, Interinstitutional Cooperation, Labor Supply, *Medical Education, Medical Schools, Medical Students, Needs Assessment, *Occupational Surveys, *Physicians, *Specialists

The supply of physicians in the United States and the way in which physician graduate medical education programs are established are discussed. Too many physicians are being trained within certain specialties and too few are being trained as primary care physicians. No system exists for ensuring that the number and types of physicians being trained is consistent with the approximate number needed. Federal agencies that directly or indirectly support graduate medical training programs make little effort to coordinate the numbers and types of those being trained. There is disagreement among medical organizations on the need to control physician specialty distribution. It is suggested that the Secretary of the Department of Health, Education, and Welfare (HEW) should discuss with the Coordinating Council on Medical Education the possibility of engaging in national studies of physician supply and requirements. HEW's Graduate Medical Education National Advisory Committee should play an active role in determining the scope of these studies and in monitoring their progress. The committee should also review in-depth the Coordinating Council's completed studies and provide the Secretary with its detailed comments and recommendations. (SW)

ED 165 595 HE 010 850

Gelso, Charles J. And Others

A Multi-Group Evaluation of the Models and Functions of University Counseling Centers. Research Report No. 8-76.

Maryland Univ., College Park. Counseling Center.

Pub Date-76

Note-29p.

Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Personnel, Administrator Attitudes, College Faculty, College Students, Consultation Programs, *Counseling Programs, *Counseling Services, Counselor Attitudes, *Guidance Centers, Higher Education, Models, Occupational Guidance, *Participant Satisfaction, Program Evaluation, Psychotherapy, Resident Assistants, School Surveys, State Universities, Student Attitudes, Student Personnel Workers, Teacher Attitudes, *Universities

The appropriateness of four counseling center models (traditional, consultation, vocational guidance, psychotherapy) and 15 specific counseling center functions for universities with enrollments of 10,000 plus were evaluated by samples of counselors, student personnel administrators, resident assistants, faculty, students, and university administrators. Samples were drawn from a large public university in the East. The traditional model was evaluated most positively by five of the subgroups. The most salient findings were: (a) In both the models and functions phase of the study, student personnel subgroups rated consultation-related activities as appreciably more appropriate, both in a relative and absolute sense, than did non-student personnel subgroups; (b) While the psychotherapy model consistently received the lowest ratings, certain types of personal adjustment counseling received consistently positive ratings; (c) Educational-vocational counseling was seen as highly appropriate by all groups but counselors, and student personnel administrators did not feel enough of it was being done, which was consistent with earlier research. (Author/MSE)

ED 165 596 HE 010 851

Foster, Margaret E. And Others
Characteristics of Incoming Freshmen Commuter Students, 1973-75.
Research Report Maryland Univ., College Park. Counseling Center.
Spons Agency-Maryland Univ., College Park. Office of Commuter Services.
Pub Date-75
Note-16p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affirmative Action, Black Students, Black Studies, Bus Transportation, Career Planning, College Choice, *College Freshmen, College Students, *Commuting Students, Demography, Economic Factors, Educational Objectives, Futures (of Society), Higher Education, Institutional Research, Parental Background, Research Projects, School Location, School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Student Employment, Student Mobility, *Student Needs, Student Transportation, Vocational Education, Womens Studies
Identifiers-*University of Maryland College Park

University Student Census (USC) data of incoming freshman commuters at the University of Maryland, College Park, for 1973, 1974 and 1975 are examined. The respective samples numbered 1467, 588, and 858 students who were enrolling for the Fall semester and who planned to live off-campus. The report is divided into three sections: (1) a composite description of the typical incoming freshman commuter for each of the three years; (2) a summary of trends or directions in four areas: demographic variables, attitudes and expectations toward the university, attitudes toward social issues, and commuter needs; and (3) a sketch of a hypothetical commuter of the future and a discussion of his/her anticipated needs. Results over the past three years show that there is an increase in concern over the economy as the most important issue for society to resolve; commuters are living closer to campus; fewer students are working; they report high school grade point averages of B'''; more commuters' fathers have college degrees; the University of Maryland is their first choice of school because of its location; more commuters' educational objectives are to study beyond the bachelor's degree; the vocational value of education is becoming more important; more commuters expect to get involved in campus activities; most take a neutral stance on such social issues as recruiting blacks and black and womens' studies programs; and there is some increase in interest in busing service to suburbs and adjoining cities. (Author/MSE)

ED 165 597 HE 010 852

Lea, H. Daniel And Others

A Descriptive Analysis of 1976 Freshman Commuters at the University of Maryland, College Park. Research Report Maryland Univ., College Park. Counseling Center.

Spons Agency-Maryland Univ., College Park. Office of Commuter Services.

Pub Date-77

Note-18p.

Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Ancillary Services, Cohort Analysis, *College Freshmen, *College Students, *Commuting Students, Emancipated Students, Followup Studies, Higher Education, Institutional Research, Research Projects, School Orientation, School Surveys, Special Services, *State Universities, *Student Characteristics, *Student Needs, Student Personnel Services

Identifiers-*On Campus Students, University of Maryland College Park

This study sought to answer the following questions: Are commuting students different from resident students? Are commuters a heterogeneous population? Do trends in commuter concerns from 1973-75 persist in 1976? A sample of 1475 incoming freshmen at the University of Maryland, College Park, who attended the 1976 two-day freshman orientation sessions were administered the University New Student Census, and response difference among three sub-groups were compared: resident students (living on campus in dorms or fraternity/sorority houses); dependent commuters (living off-campus with parents or relatives); and independent commuters (living off-campus apart from parents or relatives). Of the 56 items analyzed, 20 items discriminated between dependent commuters and resident students, 17 items discriminated between independent commuters and resident students, and 17 items discriminated between dependent commuters and independent commuters. It was concluded that commuters were significantly different from resident students, and the two commuter groups were significantly different from each other. It was not found that the two commuter groups were more different from each other than they were different from resident students, as had been found previously. It was found that commuter concerns need to be interpreted from the perspective of commuter sub-groups rather than considering commuters as a homogeneous group. Commuters did not seem to be more disadvantaged than resident students in personal abilities and resources, but some evidence was found that due to lack of access to external sources of support such as peer groups, commuter students may need more supportive services than resident students. (Author/MSE)

Lea, H. Daniel And Others

Faculty Attitudes Toward Resident and Commuting Students. Research Report No. 5-77.

Maryland Univ., College Park. Counseling Center.
Pub Date-77
Note-14p.
Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bias, *College Faculty, *College Students, *Commuting Students, Institutional Research, Negative Attitudes, Occupational Surveys, Research Projects, School Surveys, State Universities, Statistical Analysis, Student Personnel Workers, *Student Teacher Relationship, *Teacher Attitudes
Identifiers-*On Campus Students, University of Maryland College Park

A random sample of 152 faculty (76% return rate) at the University of Maryland, College Park completed a version of the Situational Attitude Scale - Commuter, which assessed their differential attitudes toward commuting versus resident students in a situational context. Data were analyzed by t-tests at the .05 level, and only 7 of 60 items were responded to differentially by faculty, which is what would be expected by chance. Thus, there is no evidence that faculty differentiate among students based on their residence. These results are in contrast to those found among student personnel staff, who tended to have more negative attitudes toward commuters than resident students. Possible reasons for the differences in responses of the faculty and student personnel staff are discussed, as are implications for students and past and future research on the topic. (Author/MSE)

ED 165 599 HE 010 854

Herman, Michele H. Sedlacek, William E.
Student Perceptions of the Need for a Women's Studies Program. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-73
Note-13p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Curriculum, College Students, Curriculum Development, *Females, Higher Education, Institutional Research, Program Development, Research Projects, School Surveys, State Universities, *Student Attitudes, *Student Interests, Womens Education, *Womens Studies
Identifiers-University of Maryland College Park

A telephone poll of 91 University of Maryland students was conducted to determine the nature and extent of their interest in women's studies courses. Results indicated that 96 percent felt there was a need for such courses and 57 percent would take such a course. Women (73 percent) were more interested than men (38 percent) in taking such courses, and Arts and Sciences students were most interested (65 percent) and Agriculture students least interested (0 percent). Students were most in favor of a major in women's studies (54 percent in favor) as opposed to having a separate department of women's studies (58 percent opposed), and 59 percent felt that individual departments should offer courses on women. Students were most interested (in descending order) in courses on: Sociology of Women, Psychology of Women, Sex and Politics, Biology of Women, Women in Literature, History of Women, and Women in Education. Women were more interested in the Psychology of Women than the Sociology of Women, while men were the opposite. Results of this survey suggest that steps ought to be taken at the University of Maryland to implement a women's studies curriculum. Students surveyed were overwhelmingly in favor of such an undertaking and there are large numbers of faculty members interested and willing to teach courses in some area relevant to their interests and to women's studies. Statistical data are included. (Author/LBH)

Johnson, Deborah Hazel And Others

A Comparison of the Needs of Returning and Traditional Students by Sex. Research Report No. 13-77.

Maryland Univ., College Park. Counseling Center.

Pub Date-77

Note-12p.

Available from-Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adult Students, Comparative Analysis, *Females, Higher Education, Institutional Research, *Males, Mothers, Needs Assessment, *Nontraditional Students, Research Projects, *Sex Differences, State Universities, Student Characteristics, *Student Needs, *Student Personnel Services

Identifiers-*Reentry Students, University of Maryland College Park

A needs assessment questionnaire was designed to assess the practical and psychological needs of mature women returning to college, and to compare these needs with those of returning men and traditional-age students. Demographic characteristics of the different groups were also examined. It is shown that the average returning woman is an upper-middle-class woman with a family, typically works few or no hours at a paid job, and has been away from school for at least several years; the average returning man, in contrast, is younger, less financially secure, married, but without children, has had a shorter break in his education, and works more hours at a paid job. Despite demographic differences, there were few differences in needs between the returning women and the other student groups, and the hypotheses of different needs of actual returning students versus those of potential returning students and of diverse subgroups of returning women were explored. Results of the study are described in terms of their implications for campus services and the evaluation of programs. It is noted that returning women as a group seem more involved in university life than returning men, who are more involved with paid jobs, and that the campus programs and services need to be tailored differently for the two groups. (Author/LBH)

ED 165 601 HE 010 856

Feldman, Jeffrey And Others

A Comparison of Transfer Students and Incoming Freshmen Who Entered the University of Maryland, College Park, in Fall, 1975. Research Report
Maryland Univ., College Park. Counseling Center.
Pub Date-77
Note-14p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Freshmen, *College Students, Comparative Statistics, Differences, Grades (Scholastic), Higher Education, Income, Institutional Research, Marital Status, Place of Residence, Questionnaires, Research Projects, School Surveys, State Universities, *Student Attitudes, *Student Characteristics, Student Distribution, *Transfer Students
Identifiers-*University of Maryland College Park

Responses of a sample of 1533 incoming freshmen and 310 transfer students who entered the University of Maryland, College Park, in Fall 1975 were compared on a number of demographic and attitudinal items. Results showed that transfer students and incoming freshmen were more similar than different on the items compared. Differences were found in marital status, income from part-time jobs, grades reported from previous schools, place of residence, and students' perceptions of what had contributed most to their own development during the previous year. Statistical data from responses to survey questions and a bibliography are appended. (Author/LBH)

ED 165 602 HE 010 858

Martorana, S. V., Ed. Nespoli, Lawrence A., Ed.
Study, Talk, and Action. A Report of a National Conference on Regionalism and Regionalization in American Postsecondary Education.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date-Sep 78
Note-122p.
Available from-Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Conference Reports, *Consortia, Cooperative Planning, Educational Change, Educational Counseling, Educational Finance, Educational Legislation, Educational Planning, *Government Role, Government School Relationship, Graduate Study, Higher Education, Interstate Programs, Leadership, National Surveys, Planning Commissions, *Policy Formation, *Postsecondary Education, Professional Education, *Regional Cooperation, Regional Programs, State Programs
Identifiers-Educational Brokering, New York, Maryland

This report of a National Conference on Regionalism and Regionalization in American Postsecondary Education contains an overview and summary of the final project report, a keynote address, four papers on the implications of regionalism, some reactor comments, an essay on leadership, and four descriptive accounts of operational regionalization activities. The contents of the report are as follows: Regionalism in American Postsecondary Education: Concepts and Practices (Overview, Summary and Conclusions from the National Study),'' by S. V. Martorana and Lawrence A. Nespoli; Coming Conditions in Academe: A Backdrop to Regionalism in American Postsecondary Education,'' by Fred M. Hechinger; Implications of Regionalism for State-Level Governmental Policies and Possible Legislative Concerns and Actions,'' by Ronald B. Stafford;

Some Observations on the Budgetary Implication of Regional Actions in Maryland,'' by H. Louis Stettler, III; Implications of Regionalism for State-Level Planning and Coordination Efforts for Postsecondary Education,'' by Richard C. Hawk; Implications of Regionalism for Postsecondary Institutions and State-Governed Systems,'' by Robert L. Gale; The Importance of Leadership for Regionalism: Some Suggestions for Action,'' by Louis Rabineau; Current and Future Status of Consortia,'' by Lewis D. Patterson; Regionalism and Educational Brokering Services for Adults,'' by Francis U. Macy; Postsecondary Education Planning Commissions: A Federal Role,'' by James F. Rogers; and Expanding Regional Cooperation in Graduate and Professional Education,'' by Richard W. Jonsen.

ED 165 603 HE 010 859

Kaufman, Herbert

Red Tape: Its Origins, Uses, and Abuses.

Pub Date-77
Note-106p.
Available from-The Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, D.C. 20036
Document Not Available from EDRS.
Descriptors-Administrative Policy, *Administrative Problems, Agency Role, *Bureaucracy, Citizen Role, Conflict Resolution, Federal Aid, *Federal Government, *Federal Regulation, Governance, *Governmental Structure, Government Role, Interagency Coordination, *Organizational Effectiveness, Political Influences
Identifiers-Compliance (Legal)

Red tape, particularly with reference to administration in the federal government, is described, and suggestions that have been proposed for improvement are explored. Among the frustrations that are met in dealing with government are duplicative and contradictory requirements of different agencies, restrictions imposed for announced ends that are never attained, and long time delays on action on pending matters. Government personnel are often blamed by the victims of red tape, but employees also are constrained by the procedures they must follow. Each constraint that has arisen in the government is a product of a fairly small number of claimants. Most people prefer certain constraints and annoyances to the possibility of temporary disruption. Government regulations are designed to protect people from each other, as for instance, in the relations between buyers and sellers. Additionally, government measures to help the destitute, the handicapped, and groups like farmers who suffer hardships, require regulations to define who is eligible. Government procedures are designed to ensure representation, rationality, and administrative effectiveness. Interest-group participation in official decisions occurs to a greater extent than would be dictated by fairness alone. Inadequacies to three major approaches to lessening problems of red tape are analyzed, and it is suggested that the normal methods of politics are ways of keeping red tape under control and endurable. (SW)

ED 165 604 HE 010 860

Novak, Steven J.

The Rights of Youth. American Colleges and Student Revolt, 1798-1815.

Spons Agency-Andrew W. Mellon Foundation, New York, N.Y.

Pub Date-77

Note-218p.

Available from-Harvard University Press, c/o Uniserve, Inc., 525 Great Road (Route 119), Littleton, Massachusetts 01460 ($10.00)

Document Not Available from EDRS.

Descriptors-*Activism, American History, *College Students, Cultural Context, *Educational History, *Higher Education, Historical Reviews, *Political Attitudes, Political Socialization, *Social History, Student Rights

Identifiers-*Federalists

The history of the first major student revolt in American colleges, which came at the turn of the nineteenth century, is reported in this book. The question of why upper class, Federalist, and socially conservative students became rioters is examined. The rioters are portrayed as a postrevolutionary generation the Sons of the Founders who wanted to outdo their elders in nationalistic deeds. It is argued that they were politicized by their Federalist fathers. When their generational and political goals were frustrated, they were rechanneled into surrogate political activity student revolt. To restore order, colleges adopted a new disciplinary tool, the blacklist, that effectively suppressed the resistance. Observations are offered about the part rebellion played in defining the antebellum college, and about how the downfall of republican education coincided with the rise of the evangelical movement in the colleges, leading to a struggle for control of the colleges of national import. (Author/LBH)

ED 165 605 HE 010 863

Hartle, Terry W.
Older Students and Graduate Schools.
Educational Testing Service, Princeton, N.J.
Pub Date- 77
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Access to Education, *Admission Criteria, *Adult Students, Age Groups, *College Admission, Comparative Analysis, *Graduate Students, Higher Education, Interviews, *Nontraditional Students, Questionnaires, Student Characteristics
Identifiers-Graduate Record Examination Background Quest

A study was conducted to identify older graduate student applicants and the graduate school selection process. Older students were operationally defined as over age 30 or those who received their baccalaureate degree eight or more years ago. Information about the characteristics of older graduate students was obtained from the Graduate Record Examination Background Questionnaire. About 15 percent, or 37,000, of the individuals in the data set were over 30, but only about half of these individuals received their baccalaureate degree in 1967 or before. The older applicants differed from younger students in several respects: there are more women than men in the older group; older applicants were more likely to have previously attended graduate school; older applicants are less likely to be undecided about their field of graduate study; and older applicants are more likely to select career-oriented fields than younger students. About 50 interviews of graduate school departments around Washington, D. C.; Los Angeles, California; Boston, Massachusetts; and Chicago, Illinois revealed that few departments had experimented with alternative methods to select graduate students, despite a realization that the older students are not well served by the traditional criteria. (SW)

ED 165 606 HE 010 864

Slawski, Carl

Institutionalizing Innovation in an Organization: A Model and Case Study.

Pub Date-19 Apr 75

Note-69p.; Paper prepared for presentation in the Formal Organizations Session of the annual meetings of the Pacific Sociological Association (Victoria, British Columbia, Canada, April 17-19, 1975); Parts may be marginally legible due to small print

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Activism, *Administrative Organization, Case Studies, *Change Strategies, Conflict, Educational Change, Educational Sociology, Guidelines, Higher Education, *Innovation, Models, *Organizational Change, Organizational Climate, Organizational Effectiveness, Policy Formation, *Social Psychology, State Colleges, *Strikes, Student College Relationship

Identifiers-*San Francisco State College CA

A policy systems theoretical analysis of the problem of institutionalizing innovation in an organization is summarized in a flow diagram. The model is presented in terms of specific hypotheses, and then illustrated with a case of frustrated innovation, the 1968-69 crisis and strike at San Francisco State College. The model is set up (1) to help understand the process of innovation in an organization both in theory and practice, (2) to highlight turning points and stumbling blocks in attempts to innovate, and (3) to suggest guidelines for implementing change and managing crises along the way. The result should be of benefit to theorists, researchers, policy-makers and administrators. (Author/LBH)

ED 165 607 HE 010 865

Solmon, Lewis C. Hurwicz, Margo-Lea

The Labor Market for PhDs in Science and Engineering: Career Outcomes.

Spons Agency-Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-78
Note-34p.; An earlier version of the study was presented at the Eastern Economics Association annual meeting (Washington, D.C., April 28, 1978) ; Tables may reproduce poorly due to small type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Change, Career Opportunities, College Graduates, *Doctoral Degrees, *Employment Opportunities, *Engineers, Followup Studies, Graduate Surveys, Higher Education, Job Satisfaction, *Labor Market, Publications, Research Projects, Salaries, *Scientists, *Vocational Followup, Work Environment
Identifiers-*Outcomes of Education

The outcomes of the employment situation for science and engineering PhDs were assessed through a survey of college and university departments and faculty members who had accepted new academic jobs or who had left academic jobs for other positions within the last three years. Faculty members who had accepted their first job after receiving the doctorate were not included. A large sample of PhDs in 12 fields who were employed by the federal government and PhDs in many fields who were employed outside academe or government were also surveyed. The study analyzed the responses to an eight-page questionnaire, completed by 10,000 doctorate holders, which dealt with career outcomes, current job characteristics, personal and educational backgrounds, and career histories. Findings are reported on three important career outcomes: salary, job satisfaction, and publication rates. Detailed multivariate analyses were conducted on the three dependent variables and the following six categories of independent variables: background factors, educational experience, present job characteristics, employment history, satisfaction with life in general and with leisure activities, and mobility. It appears that salary, publication, and relationship of job to graduate study are important determinants of job satisfaction, although publication affects satisfaction only because it relates to salary. It is concluded that academic jobs are not the only desirable jobs for science and engineering PhDs, and that the decline in academic jobs does not warrant cutbacks in science and engineering. Maintenance of PhD production need not result in less satisfying or less productive jobs. (SW)

ED 165 608 HE 010 866

Wright, John D., Jr.
Transylvania: Tutor to the West.
Pub Date-75
Note-444p.
Available from-Transylvania University, Lexington, Kentucky 40508 ($9.95)

Document Not Available from EDRS.

Descriptors-College Students, Cultural Context, *Educational History, *Higher Education, *Historical Reviews, Leadership, Medical Education, Presidents, *Social History, *Universities, University Administration
Identifiers-*University of Transylvania KY

The history of Transylvania University is traced in this book that commemorates its bicentennial. The ongoing life of the institution is placed in meaningful relation to the educational history of the nation and to the political, economic, social, and cultural forces that influenced that history. Transylvania was the first western university in the U.S. Its establishment and growth is described and its leaders and contributions are discussed. Among the topics covered in the 22 chapters are: learning in the wilderness; the contributions of James Moore, Horace Holley, Burris Jenkins, and Charles Loos; problems and slow growth of a university; the failure of innovative education; the crisis in the medical department; the period of decline, 1850-1865; the role of the Methodists; student life from the Civil War to World War I; World War I and the "heresy trial" of 1917; depression and war; innovation and expansion; and expansion and consolidation. Photographs and bibliography are included. (LBH)

ED 165 609 HE 010 867

Occupational Outlook for College Graduates, 1978-79 Edition. Bulletin 1956.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date-78

Note-272p.; The assessment of employment outlook for college graduates was prepared by Daniel E. Hecker ; Some photographs will not reproduce clearly

Available from-U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20212

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Career Opportunities, *College Graduates, *Employment Projections, Employment Qualifications, Employment Trends, *Higher Education, *Job Market, Labor Supply, *Occupational Information, Occupational Mobility, Resource Guides, Salaries, Trend Analysis, Work Environment

Identifiers-*Job Descriptions

This guide to career opportunities in over 100 fields covers a broad range of occupations for which a college degree is, or is becoming, the usual background for employment. For each occupation, information is presented on the nature of the work; places of employment; education, skills, and abilities required for entry; employment outlook; earnings; and working conditions. Information is also presented on how to use the guide, where to go for more information, assumptions and methods used in preparing employment projections, and important occupational and industrial employment trends. Occupations covered include workers in professional and related occupations, sales occupations, managerial and administrative occupations, and service occupations. The section on places of employment provides information on the number of workers in an occupation and tells whether they are concentrated in certain industries or geographic areas. The section on training, other qualifications, and advancement tells the minimum level and type of education required for various occupations and in many cases lists alternative ways of obtaining training. Frequently observed patterns of moving from one occupation to another are also discussed. For some occupations, information is provided on prospective job opportunities in terms of the expected demand-supply relationship. For every occupation and industry, an estimate of future employment needs is developed. (SW)

ED 165 610 HE 010 868

Planning, Managing, and Financing in the 1980s. Achieving Excellence, Diversity, and Access in the Context of Stable Resources and Demands for Increased Productivity. Proceedings of the 1977 NCHEMS National Assembly (Denver, Colorado, November 6-8, 1977).

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date-78

Grant-400-77-0004

Note-141p.

Available from-National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Academic Standards, *Access to Education, College Planning, Conference Reports, Educational Accountability, *Educational Administration, Educational Assessment, *Educational Finance, *Educational Planning, Educational Quality, Educational Research, Educational Trends, Government School Relationship, *Higher Education, Models, Policy Formation, Productivity, Retrenchment, Student Loan Programs, Tuition, Values

Identifiers-Tuition Advance Fund

The 1977 National Assembly of the National Center for Higher Education Management Systems addressed specific aspects of excellence, diversity, and access to postsecondary education and suggested ways to preserve these values in planning, managing, and financing in the 1980's. The following conference papers are presented: Placing Value Priorities into Practical Perspective,'' by Marvin Wachman; Value Imperatives of Postsecondary Education of the 1980s: Triumph, Tragedy, or Trade-off?'' by David L. Boren; Diversity, Productivity, Excellence, and Access: Exploring the Horns of the Dilemma,'' by J. Russell Nelson; Academic Progress and Stable Resources,'' by Richard M. Cyert; Outcomes Planning: Solution or Dream?'' by Howard R. Bowen; Values and Analytical Models in Higher Education,'' by George B. Weathersby; Postsecondary-Education Indicators: Can We Measure Our Value Imperatives Access, Diversity, and Excellence?'' by Carol Van Alstyne; Pricing Our Values: What Needs Costing and What Is Without Price?'' by David G. Brown; The Tuition Advance Fund: A New Proposal for Funding Higher Education,'' by John Silber; Financing Our Values: Considering Appropriate and Acceptable Trade-offs,'' by Glenn Terrell; What Do We Do About It?'' by William Ford; Research That Will Help,'' by Patricia Graham; and Getting Our Act Together (or How to Keep the Government from Playing the Featured Role),'' by Charles B. Saunders, Jr. (SW)

Van Dusen, William D. And Others
Planning for a Statewide Educational Information Center Network.
College Entrance Examination Board, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-41p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Access to Education, *Adult Education, Adult Students, Educational Demand, Educational Development, *Educational Opportunities, Educational Planning, Federal Aid, Financial Support, Guidelines, Information Dissemination, *Information Networks, Needs Assessment, Postsecondary Education, State Aid, *Statewide Planning, *Student Needs, *Systems Development
Identifiers-*Educational Information Centers

A system of statewide educational information networks is proposed and plans for the implementation of such a network are presented. The need for a coordinated, well-administered system to disseminate information about educational opportunities is discussed with specific reference to the importance of reaching older learners, minority groups, urban and rural areas, and other underserved populations. How such programs can be identified and requirements they should meet are discussed. It is recommended that the network (1) be comprehensive and provide information about all education options and alternatives; (2) provide coordination to insure that the needs of the consumers are met, resources are not duplicated, and to monitor funding requests; and (3) evaluate the quality of the services offered. Three plans for organizing an educational information network are explained and methods for expanding and developing services are provided. Federal, state, local, and private sources of potential funding for an education information network are included. (BH)

ED 165 612 HE 010 870

Altman, Robert A. Wallmark, Madeline M.

A Summary of Data From the Graduate Programs and Admissions Manual. 2nd Edition.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

Report No.-GREB-74-1R

Pub Date-Jan 75

Note-198p.; Not available in hard copy due to marginal legibility of original document

Available from-Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Faculty, *Departments, Doctoral Degrees, Doctoral Programs, *Educational Supply, *Enrollment Rate, Graduate Students, *Graduate Study, Graduate Surveys, *Higher Education, Institutional Characteristics, Intellectual Disciplines, Masters Degrees, National Surveys, Statistical Data, Student Financial Aid

Data from the Graduate Programs and Admissions Manual, 2nd Edition'' published by the Graduate Record Examination Board and the Council of Graduate Schools in September 1973 are presented in tabular form to summarize information about graduate programs offered in all higher education institutions in the United States. This summary is based on data collected through questionnaire responses from all U.S. institutions awarding Master's degrees or higher. A separate summary is tabulated for 79 graduate programs and for 10 traditional groups into which the 79 programs were divided. For each program, responses are summarized for all institutions (classified by size) listed as offering that program and are also presented in categories based on number of degrees awarded, and program size including number of faculty, number of students, and number of financial aid awards. (BH)

Witkin, Herman A. And Others

A Longitudinal Study of the Role of Cognitive Styles in Academic Evolution During the College Years.

Educational Testing Service, Princeton, N.J.
Spons Agency-Graduate Record Examinations Board, Princeton, N.J.; National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-GREB-76-10R
Pub Date-Feb 77
Grant-MH-21989
Note-131p.
Available from-Educational Testing Service, Princeton, New Jersey 08540 ($5.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Academic Achievement, Academic Education, Bibliographies, Career Choice, *Cognitive Style, Cohort Analysis, College Instruction, College Majors, *College Students, Educational Research, Graduate Study, Higher Education, *Individual Development, Institutional Research, Longitudinal Studies, Research Projects, School Surveys, Standardized Tests, Statistical Data, *Student Characteristics, Urban Universities, *Verbal Ability

A longitudinal study designed to test hypotheses about the relationships between academic achievement, cognitive styles, and verbal competence is described. One entire class of 1,548 students of a large municipal college was followed from college entry in 1967 through entry into postgraduate and occupational training. Data were taken from tests, questionnaires, and academic records of the entire student group, and from an intensive battery of tests administered to 100 students from the original group. The various cognitive styles (field-dependent or field-independent) and their relation to choice of major and academic careers as well as postgraduate careers are described. The objectives of the study include: (1) examination of the influence of cognitive styles on academic progress; (2) examination of the influence of patterns of students' standing in the various cognitive styles on postgraduate study; (3) determination of the degree to which academic choices at the high school level are predictive of academic functioning in college and graduate school; (4) study of the effect upon various aspects of college evolution of a marked discrepancy in the level of functioning to determine the sources of cognitive style development; (5) examination of the role of cognitive styles in the verbal functioning of students who appear no different in standard tests of verbal ability. The results are presented in four sections and numerous tables provide statistical information. An extensive bibliography is included. (BH)

ED 165 614 HE 010 872

Texas Higher Education in Transition.

Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Oct 78
Note-183p.
Available from-Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Capitol Station, Austin, Texas 78711
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Colleges, Community Colleges, Costs, Educational Demand, Educational Finance, *Educational Supply, Enrollment Rate, Graduate Study, *Higher Education, *Institutional Characteristics, Junior Colleges, Needs Assessment, Nonresident Students, Physical Facilities, Private Colleges, Professional Education, Public Policy, Resident Students, *State Aid, State Surveys, State Universities, *Statewide Planning, Student Financial Aid, Tables (Data), Universities
Identifiers-*Texas

The status of higher education in Texas is examined in this major report of changes in higher education over the past decade. Information on enrollment, cost, financial aid, job opportunities, and facilities in higher education institutions is given for private higher education, professional higher education, community colleges, and state colleges and universities. For the past decade Texas has been experiencing rapid growth and development of higher education institutions and ranks second in the nation for the number of students enrolled. The increasing costs of maintaining these institutions demand that financial support be increased substantially to maintain existent programs. Recommendations for state actions and policies on student assistance programs, public institutions, professional education, educational facilities, and funding for higher education are included. Twenty-one high priority items for consideration by the state coordinating board are also listed. Numerous tables and graphs provide statistical data. (BH)

University Administration of Federal Grants at the University of Rochester.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-131
Pub Date-5 Sep 78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Accountability, Contracts, Educational Finance, *Federal Aid, Financial Support, Foundation Programs, Government School Relationship, *Grants, Higher Education, Interagency Cooperation, Private Colleges, *Recordkeeping, *Research Projects, School Accounting, Scientific Research, *University Administration
Identifiers-*Grant Administration, National Institutes of Health, National Science Foundation, Research Administration, *University of Rochester NY

Federal research grant activities at the University of Rochester for the year ending June 30, 1977, during which the university received $38.6 million in grants and contracts, are reviewed. The report includes: (1) a review of the university's system for administering and accounting for these funds; (2) an analysis of selected major grants awarded by the National Institutes of Health and the National Science Foundation (NSF) to determine whether costs claimed were adequately documented and related to the grants' purposes; (3) an evaluation of the adequacy of audit activities by the Defense Contract Audit Agency; and (4) a review of Health, Education, and Welfare and NSF practices for monitoring research grants and coordinating with other federal agencies. A four-page cover letter to the U.S. House of Representatives Subcommittee on Intergovernmental Relations and Human Resources is included. (Author/MSE)

ED 165 616 HE 010 874

Veteran's Educational Benefits: Issues Concerning the GI Bill.

Congress of the U.S., Washington, D.C.
Pub Date-Oct 78
Note-66p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Access to Education, Adjustment (to Environment), Ancillary Services, *Armed Forces, Black Students, Cohort Analysis, Colleges, Community Colleges, Educational Needs, Enrollment Influences, *Federal Aid, Financial Needs, Higher Education, Military Service, Statistical Data, *Student Financial Aid, Universities, *Veterans, *Veterans Education
Identifiers-*GI Bill

The effects of the GI Bill on veteran's readjustment to civilian life and on the educational community are examined in an effort to determine if (1) benefit levels should be changed; (2) the time that veterans must complete their training or school should be extended; and (3) benefits for attending flight and correspondence school should be eliminated. The basic GI Bill benefit is a monthly stipend intended to cover at least part of school tuition and living expenses. Various forms of the bill and the benefits received from them since 1944 are discussed with specific attention to the post-Vietnam era. Comparisons are provided between the income levels, educational levels, and employment levels of veterans and nonveterans. It is concluded that the participation rate for black veterans exceeds that of white veterans and that veterans have higher employment rates and educational levels than nonveterans. The GI Bill influences the educational community because it increases the number of students and increases the flow of federal money to educational institutions. Figures for veteran enrollment by type of institution, and revenue from GI Bill students by type of institution are projected for fiscal years 1978 through 1983. Comparison of the GI Bill with other federal student grant programs are also included. The pros and cons concerning benefit levels, the time limit on receiving benefits, and benefits for flight and correspondence school are presented. (BH)

ED 165 617 HE 010 877

Horch, Dwight H.

A Retrospective Description of the National Direct Student Loan Program. Administrative Practices and Institutional Default Rates in 1972-73.

Educational Testing Service, Princeton, N.J.

Pub Date-Oct 78

Note-206p.; Form I (questionnaire) may reproduce poorly due to light type

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Administrative Organization, College Students, Credit (Finance), Educational Finance, Eligibility, Financial Needs, *Financial Problems, Higher Education, Historical Reviews, Legal Responsibility, *Loan Repayment, Money Management, *Student Financial Aid, *Student Loan Programs

Identifiers-*National Direct Student Loan Program

A historical perspective on the organization and administration of the National Direct Student Loan (NDSL) Program is reported in this study, particularly as it relates to persisting concerns about the default rate. Chapter 1 explains the origin, purpose, and provisions of the program. Chapter 2 provides an overview of the study, including both the data collection and analysis plans. In Chapter 3 focus is on institutional organization for NDSL (such as centralization and specific functions, billing and collection, data processing, and staff training), and Chapter 4 deals with NDSL recipient selection and packaging patterns. Institutional perceptions of problems (in selection and administration) in the award of NDSL funds are explored in Chapter 5 and the exit interview (with graduates and dropouts) is described in Chapter 6. NDSL billing and collection procedures (administrative options, teacher cancellation provisions, educational deferments, collection agencies, administrative actions against defaulters, and write-off preferences) are reviewed in Chapter 7. Chapter 8 deals with such billing and collection problems as administration of cancellation, deferment, and truth-in-lending provisions; preparing fiscal operations reports; and maintaining contact with borrowers. Relationships between administrative practices and annual institutional NDSL default rates are examined in Chapter 9. (BD)

ED 165 618 HE 010 878

Fernandez, Luis

U.S. Faculty After the Boom: Demographic Projections to 2000. Project on Quantitative Policy Analysis Models of Demand and Supply in Higher Education. Technical Report No. 4.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-Apr 78
Note-192p.; For related document see HE 010 879
Available from-Carnegie Commission on Policy Studies in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Age, *Career Change, *College Faculty, Demand Occupations, *Employment Opportunities, Faculty Promotion, Futures (of Society), Graduate Study, Higher Education, Labor Market, Labor Turnover, Manpower Needs, Models, *Occupational Mobility, Predictive Measurement, Predictor Variables, Statistical Studies, Tables (Data), Teacher Characteristics, *Teacher Retirement, *Teacher Supply and Demand, Tenure
Identifiers-Early Retirement

Based on the assumption that during the next quarter century the academic labor market will be chronically depressed, a project was undertaken to create models for projecting college faculty demographics. In this report the statistical models and the results of their application are explained in detail, including extensive statistical tables. Among the issues examined are: the effect of variation in enrollment growth; the results of allowing the rate of faculty promotion to fluctuate with excess demand (supply) of faculty; the results of increasing the level of outmigration of tenured and nontenured faculty from academia; the impact of the current elimination of mandatory retirement and the impact of programs that encourage faculty to retire early; and doctorate women and their future representation in academia. (MSE)

ED 165 619 HE 010 879

Kuh, Charlotte V.

Time to Tenure and the Market for Ph.D.'s in U.S. Higher Education.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Spons Agency-Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Pub Date-78
Note-33p.; Part of the Project on Quantitative Policy Analysis Models of Demand and Supply in Higher Education; for related document see HE 010 878 ; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Career Ladders, *College Faculty, *Doctoral Degrees, Higher Education, Labor Market, Models, Occupational Surveys, *Salary Differentials, *Teacher Salaries, *Teacher Supply and Demand, *Tenure, Time

In a market where salary adjustment is limited by equity constraints within ranks and across fields, non-salary adjustment to changing market conditions is likely to occur. Changes in the rate at which nontenured faculty are granted tenure is one such adjustment. A logit model that explains time to tenure as dependent on the time since an individual received his Ph.D. and market conditions is estimated using data from two large surveys of faculty. Estimated time to tenure is then related to other possible measures of excess demand or supply. It is found that the smaller the increase in starting salary, controlling for salary level, the lower is time to tenure. (Author)

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1978.

Council of Ontario Universities, Toronto.
Pub Date-Nov 78
Note-168p.; Parts are marginally legible due to small print
Available from-Council of Ontario Universities, 130 Saint George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Annual Reports, Budgets, Definitions, *Educational Finance, Enrollment, *Expenditures, *Foreign Countries, Higher Education, *Income, Operating Expenses, Statewide Planning, Statistical Data, Tables (Data), *Universities
Identifiers-Canada, *Ontario

Information on the finances and expenditure patterns of Ontario universities are presented in this annual report in a standardized format that allows both interinstitutional comparisons and comparisons with past years. Data are included for these universities: Brock, Carleton, Guelph, Lakehead, Laurentian (Algoma, Nipissing, and Hearst), McMaster, Ontario College of Art, Oise, Ottawa, Queen's, Ryerson, Toronto, Trent, Waterloo, Western, Wilfrid Laurier, Windsor' and York. Terms and categories are defined, and summary and institutional data are given on: total operating expenses by object of expense and by functional area; total expenses by type of fund and object of expense; total revenue by source and type of fund; enrollment and basic income units in 1977-78; percentage analysis of expenses 1973-74 to 1977-78; and percentage analysis of revenues 1973-74 to 1977-78. Data are in tabular form. (MSE)

ED 165 621 HE 010 881

Refinements to COU Space Standards. A Report of the Sub-Committee on Revisions to Building Blocks.

Council of Ontario Universities, Toronto.
Report No.-COU-78-12
Pub Date-Dec 78
Note-117p.; Volume 6 of the Building Block series; for related documents see ED 070 392 and ED 072 739
Available from-Council of Ontario Universities, 130 Saint George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Educational Facilities, *Facility Guidelines, Facility Planning, *Facility Requirements, *Facility Utilization Research, *Foreign Countries, Higher Education, *Space Utilization, *Standards, Statewide Planning, Universities
Identifiers-Canada, *Ontario

After the Council of Ontario Universities' Task Force on Space and Utilization published the first volumes of its Building Blocks series on space standards in 1972, a subcommittee was established to receive reports from institutions on the original recommendations and their implementation. In this volume the most recent recommendations of the task force are presented, reflecting the most current thinking on space standards based on increasingly refined data. The first section of the report provides a general commentary on the work of the subcommittee, and the second part provides a more detailed examination of each space category according to the data collected, the input measures used, and the rationale for the space factors that have been adopted. (MSE)

Rowse, Glenwood

College Participation Rates in New York State: Historical Statistics and Influential Factors.

New York State Education Dept., Albany. Office of Postsecondary Research, Information Systems, and Institutional Aid.
Pub Date-Oct 78
Note-44p.; Figures 1-3 may reproduce poorly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*College Attendance, College Freshmen, *Educational Demand, *Educational History, *Enrollment Influences, Enrollment Projections, Enrollment Trends, Females, *Higher Education, Males, *State Surveys, Statewide Planning, Statistical Analysis, Trend Analysis
Identifiers-Full Time Students, *New York

Some basic historical college participation statistics from New York State and a set of factors that may influence full-time undergraduate attendance in the future are described. Some specific measures of college participation, including the College Going Rate and the College Entrance Index (CEI), are introduced. The most significant findings are that 1975 was the peak year for CEI, that CEI has declined slightly since then, and that the relative participation of men and women has changed substantially in recent years. Information is provided on regional and county college entrance indices. Environmental, student, and institutional factors influence college participation rates. Environmental factors include increasing costs, declining rates of return on investments in college education, increasing participation of women and minority groups, tuition assistance program incentives, economic hardships, increasing job requirement, and termination of G.I. Bill. Student factors include population shifts, sibling squeeze, changing student composition, more stringent high school graduation requirements, family background in education, and military pressures. Institutional factors include tuition changes at the City University of New York, improved accessibility, selectivity levels, institutional recruitment and adjustment, enrollment ceilings, and net price levels. (SW)

Regents of the University of California v. Bakke, No. 76-811, in the Supreme Court of the United States. (Special College Admissions Procedures for Disadvantaged Applicants).

New York State Library, Albany. Legislative and Government Services.
Pub Date-Jul 78
Note-160p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Admission Criteria, *Affirmative Action, Civil Rights, College Admission, Equal Education, Higher Education, *Medical Schools, Minority Groups, Quotas, Race, Racial Integration, *Reverse Discrimination, *Supreme Court Litigation
Identifiers-*Bakke Case, *Selective Admissions, University of California Medical School Davis

The Regents of the University of California v. Bakke case in the U.S. Supreme Court and background information on the previous cases in California are presented. Allan Bakke is a white male who applied to the Davis medical school in both 1973 and 1974 and was refused admission even though admission slots under the college's special admissions program were unfilled and he was highly qualified. The state trial court found the program operating as a racial quota and ruled that the college could not take race into account in admissions decisions; however, Bakke's admission was not ordered. The Supreme Court of California affirmed the trial court's decision and further ordered Bakke's admission. The U.S. Supreme Court affirmed the California court order admitting Bakke and invalidating the college's special admissions program but reversed the decision prohibiting the college from taking race into account in future admission decisions. Separate opinions are presented concurring in part and dissenting in part with the judgment. Justice Stevens, the Chief Justice, Justice Stewart, and Justice Rehnquist concurred with the order to admit Bakke but viewed the question of whether race can be a factor in an admissions policy as not at issue. Justices Brennan, White, Marshall, and Blackmun concluded that race can be used as a factor in university admissions decisions. Justice Powell concluded that Bakke should be admitted and that some uses of race in university admissions are permissible. Separate opinions are also presented for Justice White, Justice Marshall, and Justice Blackmun. (SW)

ED 165 624 HE 010 884

Collins, LeRoy

Higher Education and Government: Mutual Expectations and Responsibilities. Regional Spotlight: News of Higher Education in the South. Summer 1978.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-78

Note-9p.; Excerpt from a speech presented at the anniversary meeting of the Southern Regional Education Board (30th, Key Biscayne, Florida, June 7, 1978); Parts may be marginally legible

Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Freedom, Collective Bargaining, *Cooperative Planning, Educational Accountability, Educational Finance, Educational Opportunities, *Educational Policy, *Government School Relationship, *Higher Education, Interinstitutional Cooperation, Needs Assessment, Organizations (Groups), Policy Formation, Regional Cooperation, *Southern States, *Statewide Planning

Identifiers-*Southern Regional Education Board

Views on the partnership of government and higher education and experiences with the Southern Regional Education Board (SREB) are presented by the former governor of Florida and former chairman of SREB. SREB has encouraged long-range statewide planning and has brought together legislators, governors, educators, and other public leaders seeking and finding directions for the future of colleges and universities. In the early sixties SREB encouraged that the region assess its needs and objectives by national standards of quality and opportunity, and not by sectional benchmarks; following this advice may have been the most important single factor in the region's educational progress. In 1976 SREB identified the critical concerns demanding regional attention in the future. In the South, where there is not the enormous private endowment support of some other regions, the alliance of higher education and government has been important. The following issues are addressed: expanding educational opportunities at the college level, the mutual responsibilities of government and higher education in solving societal problems, academic freedom, competencies of college graduates, public school competency testing, educational finance, counterproductive controversies involving trends toward larger government and increasing checks and balances, and faculty collective bargaining. A list of nine priorities for postsecondary education in the South, issued by SREB in 1976, is included. (SW)

ED 165 625 HE 010 888

Stoner, Kenneth L., Comp. And Others

A Supplement to Residence Halls in U.S. Higher Education: A Selective Bibliography.

Iowa State Univ. of Science and Technology, Ames.

Pub Date-78

Note-143p.; For related document see ED 086 097 ; Not available in hard copy due to marginal legibility; Best copy available

Available from-Iowa State University, Ames, Iowa

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Organization, *Annotated Bibliographies, *College Housing, College Planning, *Dormitories, Educational Finance, Educational History, Food Service, Higher Education, Legal Responsibility, *Resident Assistants

The 1973 publication, ``Residence Halls in U.S. Higher Education,'' is updated and supplemented in this bibliography. Material omitted from the 1973 edition and material published since 1973 are included in this report. The 10 classifications used in the original bibliography are continued. They are: historical development of residence halls; residence hall financing; residence hall planning, construction, and facilities; organization and administration of residence halls; programming in residence halls; residence hall personnel; counseling activities in residence halls; food service in residence halls; legal issues and residence halls; and miscellaneous areas of interest. Within each category annotated references are provided, divided in subcategories of books, periodicals, newspapers, proceedings, dissertations, and unpublished papers. (LBH)

ED 165 626 HE 010 889

Costello, Francis J.

An Analysis of a Student Evaluation of Instruction in the Graduate School of an Urban University.

Pub Date-77

Note-36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Class Size, *College Faculty, College Students, Evaluation Methods, *Grades (Scholastic), Graduate Students, Higher Education, Questionnaires, Rating Scales, *Reliability, *Student Evaluation of Teacher Performance, Student Opinion, *Student Teacher Relationship, *Teacher Evaluation, Urban Universities

Identifiers-*University of New Haven CT

Since the administrative evaluation of faculty at the University of New Haven has been hampered by the faculty's distrust of student input, this study aimed to improve the faculty's confidence in student evaluations of instruction. A student evaluation of instructors was statistically compared to grades issued by the instructors, and to class size. The evaluation was prepared by graduate students at the University of New Haven. Results of the analysis showed no statistical relationship between grades issued by an instructor and the rating the instructor received from the students. There was also no statistical relationship between the instructor's rating and class size. Grades issued by evaluated instructors were statistically compared to grades issued by instructors who were not evaluated, and no statistical difference was found. It is recommended that university-wide student evaluations be used for a two-year trial period for use in the evaluation of faculty by the university administration. Negative use of the evaluation results by the administration is not recommended. Statistical data and the survey instrument are appended. (Author/LBH)

ED 165 627 HE 010 890

Costello, Francis J.

A Study on the Validity of Admissions Policy as Applied to the School of Engineering at an Urban University.

Pub Date-77
Note-40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Admission Criteria, *Aptitude Tests, *College Mathematics, *Engineering Education, Grade Point Average, *Grades (Scholastic), Higher Education, *Predictive Ability (Testing), Predictor Variables, Professional Education, Statistical Analysis, Success Factors, Urban Universities
Identifiers-*Scholastic Aptitude Test

Entrance requirements and a weeding process conducted by way of a pre-engineering mathematics program act as a restriction on the number of students graduating with engineering degrees. This study examined the relationship between entrance requirements and the degree of student success upon graduation, as well as the validity of the weeding effect of the mathematics program. Statistical relationships were developed between such factors as Scholastic Aptitude Test (SAT) scores, mathematics grades, and graduating grade point averages (GPA). It was found that SAT verbal scores, SAT total scores, and grades in college mathematics are statistically related to graduating GPA. However, the data analysis shows that SAT math scores are not related to the graduating GPA. The analysis concludes that SAT math scores, verbal scores, and the total SAT scores are not related to the student's performance in college mathematics. Recommendations include a lowering of the minimum SAT requirements in mathematics for admission to the engineering college. (Author/LBH)

ED 165 628 HE 010 891

Costello, Francis J.

The Effect of Contemporary Engineering Education on the Creative Potential of Engineering Students.

Pub Date-77
Note-88p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Ability, College Freshmen, College Role, College Students, Comparative Analysis, Creative Ability, *Creative Development, *Creativity, Critical Thinking, Educational Objectives, *Engineering Education, Higher Education, Professional Education, Seniors
Identifiers-University of New Haven CT

The possibility that a specific engineering curriculum reduces the creative potential of its students was investigated, along with the relationship between pre-cognition, the ability to foresee events, and creativity. Engineering freshmen and seniors were tested and compared on creative potential. Liberal arts freshmen and seniors were also tested and used as a control. The Torrance Figural B Creativity Test was used to measure creativity; the Dean-Mihalasky test was used to measure pre-cognition. Results indicate that contemporary engineering education has no effect on the creativity of students, since freshmen and senior engineering students had the same creativity index. The creativity of engineers, on the dimension of originality, was significantly higher than the liberal arts group. Some strong correlations and patterns are shown between creativity and pre-cognition. The main conclusion is that the four-year undergraduate education at the University of New Haven did nothing to increase the student's creative propensity; if anything, the student's creative potential was decreased. The proposition that creativity and pre-cognition are related is somewhat supported by statistical evidence, but the relationship is not consistent. It is suggested that the successful development of the creative ability of students depends on a university-wide commitment to creativity as an objective of the institution. Appendices include IQ-to-creativity correlations and creativity and pre-cognition scores. (Author/LBH)

ED 165 629 HE 010 893

Fidler, Paul P. Schnackenberg, Lucretia
Profile of U.S.C. Entering Freshmen, Fall, 1977. Research Notes No. 35-78.
South Carolina Univ., Columbia.
Pub Date-78
Note-35p.; Best copy available; Research prepared by the University Center for Undeclared Majors
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, *Cohort Analysis, College Choice, *College Freshmen, College Housing, College Majors, *College Students, Commuting Students, Comparative Statistics, Educational Interest, Family Income, Futures (of Society), Grade Point Average, Higher Education, Institutional Research, Longitudinal Studies, National Norms, National Surveys, Political Attitudes, Questionnaires, Racial Distribution, Religion, Research Projects, School Surveys, State Universities, Student Attitudes, *Student Characteristics, Tables (Data)
Identifiers-Cooperative Institutional Research Program (ACE), *University of South Carolina

During the 1977 fall orientation a questionnaire prepared by the American Council on Education (ACE) was administered to about 75 percent of the entering freshman class at the University of South Carolina. The study was part of ACE's ongoing national study, part of the Cooperative Institutional Research Program. An analysis of the results is made, and the demographic data, opinions, and projections of the freshman class are compared by college and with national norms. Eleven areas of interest were selected from the original questionnaire for inclusion in this analysis: student age by December 31, 1977; racial background; average grade in high school; highest degree planned; most important reasons for selecting the college; estimated parental income; probable major field of study; current religious preference; political orientation; residence planned during fall term; and statements that students estimate chances are very good that they will...'' Data are presented in tabular form with some notes. (Author/MSE)

ED 165 630 HE 010 894

Donald, Janet G.

Psychology and Teaching and Learning: A Military Analogy.

Pub Date-28 Aug 78
Note-15p.; Paper presented at the annual meeting of the American Psychological Association (Toronto, Canada, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bibliographies, *College Faculty, *College Instruction, Course Content, Curriculum Design, *Educational Psychology, Faculty Development, Higher Education, *Instructional Improvement, Instructional Materials, Literature Reviews, Psychological Studies, Student Evaluation, Teacher Attitudes, *Teacher Improvement, Teaching Methods, *Teaching Skills
Identifiers-*Competence

A study was undertaken to determine what research, principles, and suggested practices in the field of psychology could be found to support development of certain teaching competencies that had been outlined in previous research. The competencies considered are course planning, course content, instructional procedures, learning materials use, and student evaluation. The findings of this study are reported, and attitudinal barriers to the improvement of instructional practice are discussed. A brief bibliography is included. (MSE)

ED 165 631 HE 010 895

Speedie, Stuart M.

Roles for Educational Psychologists in Pharmaceutical Education.

Pub Date- 78

Note-11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Consultants, Curriculum Development, *Educational Improvement, *Educational Psychology, Educational Research, Government School Relationship, *Health Occupations Education, Higher Education, Instructional Improvement, Needs Assessment, *Pharmaceutical Education, Pharmacy, Postsecondary Education As a Field of Study, *Professional Education, Trend Analysis

Functions of educational specialists, including educational psychologists, in the field of pharmaceutical education are discussed. The functions considered range from a general educational consultant to evaluator of an innovative program. Requirements for functioning effectively within a pharmacy school are also examined. The compensation available for those involved is outlined, and the future of educational psychologists in pharmacy education is described. This is considered in view of the recent federal proposal to discontinue capitation funds for schools of veterinary medicine, optometry, pharmacy, and podiatry as contrasted to the continuing need and mounting concern for the improvement of the educational process in schools of pharmacy. It is noted that there are 72 schools of pharmacy in the U.S. and approximately 30 to 40 educational specialists working within those schools, engaged in a wide variety of activities including "pure" educational research, program evaluation, curriculum development and revision, test design, admissions research, faculty evaluation, development of certifying examinations, and faculty development. (Author/LBH)

ED 165 632 HE 010 896

Smith, Glynton, Ed.

Georgia State University Fact Book, 1978-1979.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date-78

Note-80p.; Not available on hard copy due to marginal legibility

Available from-Office of Institutional Planning, Georgia State University, Atlanta, GA 30303

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Libraries, Administrative Organization, Administrative Personnel, Alumni, *College Administration, *College Environment, College Faculty, Community Services, Degrees (Titles), Educational History, Enrollment, Grades (Scholastic), *Higher Education, Institutes (Training Programs), *Institutional Characteristics, Institutional Research, Physical Facilities, *State Universities, Statistical Data, Student Characteristics

Identifiers-*Georgia State University

Brief information on subjects of interest to staff, students, faculty and friends of Georgia State University are presented in this fact book. Contents include sections on general information about the institution (capsule history, statement of purpose, profile of the university and of the students, and overview of the university system of the state); administrative organization and personnel; budget and physical plant; degrees offered and number conferred; student enrollment, characteristics, activities, and overview of undergraduate and graduate grade trends; faculty; employees; alumni; the library; research; public service activities; and centers, chairs, and institutes. (Author/LBH)

ED 165 633   HE 010 897

Anderson, John North, Joan

A Model for Planning Programs in Faculty Development.

Pub Date-78

Note-24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Attitudes, Bibliographies, College Administration, *College Faculty, Data Collection, Evaluation Methods, *Faculty Development, Formative Evaluation, Higher Education, Models, *Needs Assessment, Objectives, Program Attitudes, *Program Development, Program Evaluation, *Program Planning, *Systems Approach

Identifiers-Program Implementation

Ideas for putting the principles of faculty development into program form are discussed. The pitfalls of faculty development efforts are examined: the frustration of false expectations, the problem of fully integrating the program into the college community, the challenge of maintaining program momentum over time, and the inability to secure or maintain administrative support. The program planning process described is designed to avoid these problems. It has four phases: gathering and analyzing information, developing realistic goals, implementing activities, and developing assessment procedures. The last phase, in turn, provides for gathering information and returning to the first phase, to again begin the process. A diagram and brief bibliography are provided. (MSE)

North, Joan Scholl, Stephen
Revising a Faculty Evaluation System. A Workbook for Decision-Makers.
Pub Date-78

Note-61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrator Education, Administrator Guides, College Administration, *College Faculty, Contracts, Data Collection, Decision Making, *Evaluation Methods, *Faculty Evaluation, Faculty Workload, Higher Education, Instructional Materials, Measurement Instruments, Measurement Techniques, Program Development, *Program Evaluation, Student Evaluation of Teacher Performance, *Teacher Evaluation, University Administration, Workbooks, Workshops
Identifiers-Growth Contracts

This workbook, designed for use in a workshop or independently by a college or university group, is intended for use by faculty and administrators reviewing an existing faculty evaluation system. The tool is organized in chapters outlining sequential steps in decision-making about an existing evaluation system. Following each chapter is a series of group discussion questions. The chapters address these issues: reviewing an evaluation system; evaluation philosophy and the nature of the college; purposes of faculty evaluation; identifying and weighting faculty activities; using data to support evaluation; schedule and responsibility for collecting evaluation data; and instruments and procedures, adoption, implementation, evaluation, and further review. Appendices include Using Student Appraisal Instruments; A Case for Differential Evaluation; and Growth Contracts. (MSE)

A Current Overview of Veterinary Medical Education in the South: A Staff Report to the Southern Regional Education Board.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-Jun 78
Note-19p.
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Georgia 30313 ($2.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Access to Education, Career Opportunities, Demand Occupations, *Educational Demand, Educational Finance, Higher Education, *Medical Education, *Professional Education, Program Costs, Program Development, Program Evaluation, *Southern States, *Veterinary Medicine
Identifiers-Arkansas, Kentucky, Maryland, North Carolina, Virginia, West Virginia

The need for veterinarians and the capacity of the South for providing veterinary medical education are examined. Summarized are eight current veterinary medical education programs in the region and planned developments in education (in Kentucky, North Carolina, Virginia, Maryland, West Virginia, and Arkansas). Projected are the effects of the possible developments on availability of veterinary services and on opportunities to study veterinary medicine, and the costs of possible new schools. (BD)

ED 165 636 HE 010 901

Herbst, Jurgen
Legal History of American Colleges and Universities. Final Report.
Wisconsin Univ., Madison.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Grant-NE-G-00-3-0045
Note-345p.
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Colleges, Curriculum Development, *Educational History, Educational Legislation, Educational Research, Governance, *Government School Relationship, *Higher Education, *Historical Reviews, Historiography, Legal Problems, Private Colleges, Proprietary Schools, Public Education, Research Methodology, State Church Separation, State Universities, Universities

The legal history of American colleges and universities is presented. The introductory synopsis contains summaries of the research activities, published results, historiographical assumptions, research procedures, and results and conclusions of the study. The actual summary report contains 14 sections that include discussions of the following topics: European background and colonial beginnings; the challenge to the government by church and state; academic government by ministers; college government and governance in the Eighteenth Century; toleration and the colleges; secularization; the decline of provincial colleges; governmental changes and curriculum innovations; the creation of state university systems; the legal status of university and college corporations; and public universities, independent colleges, and proprietary professional schools. (BD)

Mingle, James R.

Black Enrollment in Higher Education: Trends in the Nation and the South.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-78
Note-77p.; Tables may be marginally legible due to small type
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Georgia 30313 ($2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Access to Education, *Black Colleges, Black Education, *Black Students, College Attendance, College Majors, Data Analysis, *Educational Demand, Enrollment Influences, *Enrollment Trends, *Higher Education, Institutional Characteristics, Minority Groups, National Surveys, Private Colleges, Racial Composition, Racial Distribution, *Southern States, State Colleges, State Universities, Trend Analysis

Trends in black enrollment in higher education in the U.S. and the South are reported. The first section examines characteristics of black enrollment in 1976 and includes total black enrollment (distribution by level), enrollment by type of institution (two-year or four-year, public or private), predominantly black institutions, and enrollment by field. Section 2 deals with historical perspectives and presents tables relating to the following topics: factors affecting black student enrollment; black enrollment in the South; high school graduation and college participation; and educational attainment during the period 1950-1977. Appended is a list of predominantly black colleges and universities (Fall 1976). (BD)

Koon, Jeff, Comp.

An Academic Review Using Comparative Student Evaluations of Selected Humanities Departments at Berkeley.

California Univ., Berkeley.
Pub Date- 78
Note-39p.; For related document, see HE 010 904; Some tables may not reproduce well ; Report prepared by the Office of Academic Affairs
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Environment, *College Majors, College Students, *Course Evaluation, Departments, Higher Education, *Humanities, Institutional Research, Needs Assessment, *Participant Satisfaction, Program Evaluation, Questionnaires, Research Projects, State Universities, Statistical Data, Student College Relationship, *Student Evaluation of Teacher Performance, *Student Opinion, Student Participation, Student Teacher Relationship, Teacher Evaluation, *Undergraduate Students
Identifiers-*California University Berkeley

Upper division undergraduate students at the University of California at Berkeley were surveyed to obtain evaluations of selected humanities departments. Of 1,472 questionnaires mailed out, 798 were returned. The questionnaire dealt with such matters as general education requirements, the quality of lower division education, extent of student contact with faculty, advising, coursework, overall student satisfaction and impact of the educational process, and students' views on various educational and university policy questions. Questions about curricula concerned the structure of the major, coverage of content, interpretation of content, class size, scheduling, competition, workload, grading, and testing. Questions about the faculty concerned their ethnicity and sex, informal relations with students, and the faculty's receptivity to males, females, whites, and minorities. A large majority of the students agreed that their program should facilitate undergraduate organization by including students on most committees, providing office space, and by similar types of inclusion. Lectures and coursework in most of the majors were evaluated as being interesting and challenging by very large majorities, but faculty receptivity to student input on course structure and content was not very high. Information and advising staff were seen as "generally quite helpful." Recommendations and information on demographic characteristics of respondents are presented. (SW)

ED 165 639 HE 010 904

Koon, Jeff, Comp.

An Academic Review Using Comparative Student Evaluations of the Life Science-Related Departments and Programs at Berkeley.

California Univ., Berkeley.

Pub Date- 78

Note-38p.; For related document, see HE 010 903; Some tables may not reproduce well; Report prepared by the Office of Academic Affairs

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Biological Sciences, College Environment, *College Majors, College Students, *Course Evaluation, Departments, Higher Education, Institutional Research, Needs Assessment, *Participant Satisfaction, Program Evaluation, Questionnaires, Research Projects, State Universities, Statistical Data, Student College Relationship, *Student Evaluation of Teacher Performance, *Student Opinion, Student Participation, Student Teacher Relationship, Teacher Evaluation, *Undergraduate Students

Identifiers-*California University Berkeley

Upper division undergraduate students at the University of California at Berkeley were surveyed to obtain evaluations of life science-related departments and programs. Of 1,472 questionnaires mailed out, 798 were returned. The questionnaire dealt with such matters as general education requirements, the quality of lower division education, extent of student contact with faculty, advising, coursework, overall student satisfaction and impact of the educational process, and students' views on various educational and university policy questions. Questions about curricula concerned the structure of the major, coverage of content, interpretation of content, class size, scheduling, competition, workload, grading, and testing. Questions about the faculty concerned their ethnicity and sex, informal relations with students, and the faculty's receptivity to males, females, whites, and minorities. A large majority of the students agreed that their program should facilitate undergraduate organization by including students on most committees, providing office space, and by similar types of inclusion. Lectures and coursework in most of the majors were evaluated as being interesting and challenging by very large majorities, and a plurality saw most faculty as being receptive to student input on class structure and content. Information and advising staff were seen as generally quite helpful. Recommendations and information on demographic characteristics of respondents are presented. (SW)

ED 165 640 HE 010 908

Mayville, William V.
Institutionalizing the Muse: The Arts and Artist in Higher Education. AAHE-ERIC/Higher Education. Research Currents.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-6p.; Best copy available
Available from-Publications Deoartment, American Association for Higher Education, One Duoont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Art Education, *Artists, Arts Centers, *College Role, *Cultural Activities, Cultural Enrichment, *Curriculum Development, Dance, Employment Opportunities, Enrollment Trends, *Fine Arts, Government School Relationship, Higher Education, Music Activities, Music Education, Professional Education, Theater Arts
Identifiers-*National Endowment for the Arts

The role of higher education in fostering the arts and educating artists is addressed. Currently, the Department of Health, Education, and Welfare focuses on aid to primary and secondary levels, and the National Endowment for the Humanities has not developed programs to support professional training in a specific form or arts education of the artist. In the fall of 1978, the National Endowment for the Arts (NEA) began to consider educational institutions as eligible for Challenge Grants, a development that points to certain basic issues about the importance of the arts experience for students at colleges and universities. Recommendations of a task force of NEA are cited, including the suggestion that grants be made available for needy students to pay for advanced arts study. Data are presented on postsecondary enrollments in the fine arts and employment opportunities after graduation. Several views on the relationship of the artist to academe, some innovative curricular developments in the arts, and examples of the collaboration of art and science are discussed. Information on performing arts programs provide some indication of the support higher education gives to the arts. The data reveal that the performing arts do not pay their own way. The fact that institutions are willing to support such programs is one indicator of the importance such programs play for the institutions. (SW)

ED 165 641 HE 010 909

Scott, Robert A.

Lords, Squires, and Yeomen: Collegiate Middle Managers and Their Organizations. AAHE-ERIC/Higher Education Research Report No. 7.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-83p.; Some parts may not reproduce clearly

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Administrative Personnel, Administrator Background, *Administrator Characteristics, Administrator Education, *Administrator Role, *College Administration, *College Deans, Federal Regulation, Females, Government School Relationship, Higher Education, Interviews, Job Satisfaction, Legal Problems, Literature Reviews, *Middle Management, Minority Groups, Organizational Climate, Organizations (Groups), Professional Associations, Questionnaires, Role Conflict

Identifiers-Compliance (Legal), Information Analysis Products, Liability

This study on collegiate middle managers examines: the effects of federal compliance requirements on collegiate administrators; the cause of growth, elaboration, and differentiation in middle-level collegiate administration; the functions, status, roles, and values of mid-level administrators; and the role of national occupational associations for professional standing. Data were gathered from a literature review, a survey research questionnaire, and structured interviews with more than 200 administrators, faculty, and search committee chairpersons at 18 colleges and universities of different sizes and types. A survey also was conducted of the staff aides and directors of House of Representatives and Senate committees concerned with postsecondary education legislation, the executives of higher education associations in Washington, and the officials at Executive branch agencies. Collegiate mid-level administrators were considered to be the deans and directors of support services. Presidents, provosts, academic deans, department chairpersons, and librarians were excluded. The following topics are considered: sources of administrators and their background and training; career paths, mobility, and organizational commitment; administrators' rights and grievance procedures; women and minorities in middle management; communication on campus; liability of administrators; satisfactions and incentives for increased competence and performance; training and development; role conflicts among collegiate middle managers; and professional associations. Recommendations and a bibliography are included. (SW)

ED 165 642 HE 010 910

Report of the Task Force on Temporary Faculty.

California State Univ. and Colleges, Long Beach.
Pub Date-Dec 77
Note-55p.
Available from-The California State University and Colleges, Office of the Chancellor, 400 Golden Shore, Long Beach, CA 90802
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Employer Employee Relationship, *Employment Problems, Enrollment, Faculty Promotion, Fringe Benefits, Guidelines, Higher Education, *Part Time Teachers, Personnel Data, *Personnel Policy, Staff Utilization, Statistical Data, Status, Teacher Morale, Teacher Salaries, Tenure, *Work Environment
Identifiers-*California State Universities and Colleges, Compensation (Remuneration), Full Time Teachers, *Temporary Faculty

Phase I of the Task Force on Temporary Faculty study of the utilization of full- and part-time temporary faculty in the California State University and Colleges (CSUC) is presented. The study, which involved the gathering and analysis of data, the identification of problems many of them detrimental to faculty morale and the development of potential guidelines or policies, is presented in five sections. The first describes the recent increase in the employment of temporary faculty, both full- and part-time, and discusses some reasons for the increase, such as the need to fill sudden vacancies, replace tenured faculty on leave, and allow for last minute shifts in enrollment. The second section addresses the terms of appointments and job security and recommends that part-time faculty should receive year-long appointments when possible and that for part-time faculty there should be no limitation on the number of consecutive appointments. The third part deals only with part-time faculty, in terms of their status and conditions of work. It is recommended that a policy be developed regarding the advancement of part-time faculty in terms of merit salary adjustments, and that changes should be made with regard to health and unemployment benefits. A summary of the conclusions and recommendations comprise the fourth section. The fifth is a set of appendices containing statistical data on the extent of use of temporary faculty, the manner of use of part-time faculty, appointment and compensation, and enrollment considerations. (JMD)

ED 165 643 HE 010 911

McLaughlin, Gerald W. Spinney, D. L.

The Use of a Markov Model in Assessment of Alternative Faculty Personnel Policies.

Pub Date-26 Oct 78

Note-20p.; Paper presented to the Southern Association for Institutional Research (Nashville, Tennessee, October 26-27, 1978) ; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Age, Career Ladders, *College Faculty, Employment Trends, Higher Education, Land Grant Universities, *Models, *Personnel Policy, Retirement, Salaries, Statistical Data, *Teacher Characteristics, *Teacher Employment, *Teacher Promotion, Tenure, University Administration

Identifiers-Faculty College Relationship, Full Time Teachers, *Markov Model

Changes in the composition of faculty with regard to age, tenure status, number of new members, average salary, turnover rate, and percentage of nontenured faculty receiving tenure are of concern to university policy makers. As a result of developments, such as changes in the mandatory retirement age and the limited growth of universities, assessing the nature and extent of changes in personnel characteristics, and determining the impacts of various personnel decisions upon these characteristics is important. A method is presented that provides insights into changing personnel characteristics and of the effectiveness of various changes in personnel policies. The method utilizes a Markov model of faculty flows and requires a minimum of two years of time series data concerning faculty age and tenure status. The impacts of six policies on the tenure status, salary, and age distribution of full-time faculty members at a large land grant university were analyzed. The policies are: (1) continuation of current hiring and retirement practices; (2) hiring only nontenured faculty; (3) hiring only assistant professors and instructors for the tenure track; (4) hiring only nontenured assistant professors and instructors for the tenure track; (5) mandatory retirement age extended to 70; and (6) mandatory retirement age at 65. The report demonstrates how these policies are modeled and discusses the various results. (JMD)

Dominguez, John R.
Tenure Planning: An Allegorical Illustration.
American Council on Education, Washington, D.C. Academic Administration Internship Program.
Pub Date-77
Note-53p.; ACE Fellows Program Paper ; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Rank (Professional), Age, *College Faculty, *College Planning, Comparative Analysis, Cross Sectional Studies, Departments, Educational Quality, Higher Education, Institutional Characteristics, *Personnel Policy, Prediction, Retirement, Statistical Data, *Tenure, Trend Analysis, Universities, *University Administration
Identifiers-Massachusetts

A methodological approach to tenure planning is illustrated in this study that examines the tenure characteristics of a research-oriented institution vis-a-vis other research universities and its own intramural schools and departments. Cross-sectional comparisons and time series projections are made to indicate the relative tenure position of an individual unit. With the exception of the retirement forecasts, most projections are extended to cover either a five- or ten-year period. The study begins by analyzing in the aggregate the tenure policies and the characteristic trends of other institutions and then proceeds to relate this to the institution under investigation, its major schools, and its various departments. The conclusions drawn have both global and local ramifications and can serve as an analytical reference point for most institutions of higher learning. The following are some of the conclusions: (1) most institutions grant tenure and the probability of overall tenure abolition is highly unlikely; (2) Massachusetts is among the group of 25 states with the highest tenure ratios within the United States; (3) the establishing of institutional tenure guidelines is a necessary first step towards planning and rationalizing the tenure process; and (4) it is a questionable issue as to whether tenure automatically ensures a higher grade of scholarship. (Author/JMD)

ED 165 645 HE 010 913

Mohrman, Kathryn, Ed.

Core Curriculum. The Forum for Liberal Education.

Association of American Colleges, Washington, D.C.
Spons Agency-Shell Companies Foundation, New York, N.Y.
Pub Date-Oct 77
Note-13p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Colleges, *Core Courses, *Core Curriculum, Course Content, *Curriculum Design, *Curriculum Development, Departments, Directories, *Educational Objectives, Faculty Development, General Education, Higher Education, Interdisciplinary Approach, International Studies, *Liberal Arts, Open Enrollment, Program Development, Universities
Identifiers-Boston University MA, City Colleges of Chicago IL, Los Medanos College CA, Morehouse College GA, Pacific Lutheran University WA, Saint Josephs College IN, University of Wisconsin Green Bay

Many colleges and universities are revising course offerings and increasing graduate requirements to provide more highly integrated programs for their students. The efforts of seven institutions to develop such a core curriculum are described including those of: Saint Joseph's College (Rensselaer, Indiana); Los Medanos College (Pittsburgh, California); University of Wisconsin (Green Bay); Morehouse College (Atlanta, Georgia); City Colleges of Chicago (Illinois); Boston University College of Liberal Arts (Massachusetts); and Pacific Lutheran University (Tacoma, Washington). The curriculum revisions discussed vary and include the addition of single courses, four-year sequences, strict requirements, optional programs, open admission policies, community college programs, and a large university program. The address, telephone number, and name of a contact person at each school is given and 20 schools offering core curricula and/or integrated studies programs are noted. An annotated bibliography of core curriculum literature is provided. Basic questions and practical problems in developing a core curriculum are discussed in an article by Donald T. Hartman. (Author/BH)

ED 165 646 HE 010 914

Racial, Ethnic and Sex Enrollment Data from Institutions of Higher Education, Fall 1976.

Office for Civil Rights (DHEW). Washington, D.C.

Pub Date-Apr 78

Note-2,684p.; Not available in hard copy due to marginal legibility of original document

Available from-Office of Public Affairs, Office for Civil Rights, 330 Independence Avenue SW, Washington, D.C. 20201

EDRS Price MF-$4.07 Plus Postage. HC Not Available from EDRS.

Descriptors-Colleges, *College Students, Enrollment Rate, *Ethnic Distribution, Federal Aid, Federal Legislation, *Higher Education, Institutional Characteristics, Minority Groups, National Surveys, *Racial Distribution, *Sex (Characteristics), Statistical Data, *Student Characteristics, Tables (Data), Universities

Identifiers-Compliance (Legal), Higher Education General Information Survey, States (Geopolitical Regions)

Presented are summaries of the data collected in the section of the Higher Education General Information Survey for 1976 (HEGIS XI) entitled "Fall Enrollment and Compliance Report." The data were collected as a result of Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Institutions receiving federal financial assistance in the 50 states, the District of Columbia, and outlying areas of the United States were surveyed for the study. Reporting requirements, definitions of terms, and technical notes are appended. Data are organized in tables, alphabetically by state. Data are given for each institution, alphabetically, within each state. (MSE)

ED 165 647 HE 010 916

Improvements Needed in VA's Education Loan Program.
Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-112
Pub Date-11 May 78
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-College Students, *Eligibility, *Federal Aid, Federal Programs, *Financial Needs, Financial Support, Higher Education, Income Contingent Loans, Program Evaluation, Student Financial Aid, *Student Loan Programs, Tuition Grants, *Veterans Education
Identifiers-*Veterans Administration, *Veterans and Dependents Education Loan Program

The Veterans Administration (VA) loan program was reviewed by the General Accounting Office (GAO) to determine if it was meeting its primary objectives as stated in the legislative history. The program is mandated to provide an additional source of financial aid to students attending high-tuition institutions who would otherwise be financially unable to attend. The program was not meeting congressional intent in that about 72 percent of the loans made were to veterans attending schools charging low tuition or none at all. VA also has no assurance that the loans were based on demonstrated financial need. According to VA data, as of December 31, 1977, 44 percent of all matured loans were in default. The rate may have been as high as 55 percent if GAO findings in nine VA regions were representative of the entire country. VA's central office was not aware of the extent of this problem because it was not collecting all of the data necessary to compute the default rate properly. Recommendations are offered to the Administrator of Veterans Affairs. (Author/SW)

ED 165 648 HE 010 917

Astin, Alexander W. And Others

Evaluating Educational Quality: A Conference Summary.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-79

Note-36p.

Available from-Council on Postsecondary Accreditation, One Dupont Circle, Washington, D.C. 20036 ($2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Accreditation (Institutions), College Students, Conference Reports, *Educational Objectives, *Educational Quality, Evaluation Criteria, *Higher Education, Individual Development, *Institutional Administration, Intellectual Development, Management Information Systems, Measurement Techniques, *Program Evaluation, Student College Relationship, Student Development, Undergraduate Study

Identifiers-*Educational Outcomes, *Institutional Evaluation

The texts of three conference papers are presented in this volume. The papers are: Student-Oriented Management: A Proposal for Change (Alexander W. Astin); Goals, Outcomes, and Academic Evaluation (Howard R. Bowen); and A Summary of the 1978 COPA Summer Conference (Charles M. Chambers). The first addresses the definition of quality in administration, and concludes that a high quality institution is one whose management system keeps track of the intellectual and personal development of its students. In the second paper, seven basic principles are suggested for use in the identification and evaluation of outcomes in a particular college or university's undergraduate education. The third paper outlines and discusses several themes emerging during the conference: assumptions about outcomes, quantitative measurement of education, evaluation by outcomes, the use of self-study and team review, the use of accreditation, and the validity of outcomes assessments. (MSE)

ED 165 649 HE 010 918

Shtogren, John A., Ed.
Administrative Development in Higher Education. The State of the Art: Volume I.
Pub Date-78
Note-215p.
Available from-Higher Education Leadership and Management Society, Inc., 3318 Gloucester Road, Richmond, VA 23227 ($10.50 plus $1.45 postage and handling)
Document Not Available from EDRS.
Descriptors-*Administrative Change, Administrative Problems, *Administrator Evaluation, *Administrator Role, *College Administration, College Cooperation, Community Colleges, Consortia, Department Directors (School), Faculty Development, Higher Education, Leadership Responsibility, Management Development, Needs Assessment, *Organizational Climate, Private Colleges, *Professional Training, State Colleges
Identifiers-California State University and Colleges System, California State University Chico, *Department Chairpersons, Higher Education Management Institute, Institutional Renewal, Kansas City Regional Council for Higher Education, Small College Consortium

This volume on administrative development in higher education contains 15 articles on what is being attempted, what is working, and what is missing the mark in helping administrators improve their performance. The contents of the volume are: The Evaluation and Development of College and University Administrators: Evaluation of Administrators and Professional Development of Administrators,`` by Charles F. Fisher; Theoretical Issues and Practical Strategies for Administrative Development,`` by Ronald K. Boyer and Anthony F. Grasha; Organizational Diagnosis: A Key Administrative Skill,`` by Walter Sikes; Creating a Climate for Administrative Development,`` by Carol Zion; The Gestalt of a Workshop Program for Academic Leaders,`` by Dorothy P. Miller and David B. Whitcomb; The Chico Experiment,`` by Kent Tiedman; Formal Training for Administrators: Effective?`` by Donald M. Goldenbaum; A New Approach to Institutional Renewal: Management Development and Training for Colleges and Universities,`` by Richard Scott Webster; Administrative Development in a Consortium of Small Independent Colleges,`` by Joan North and Greg Markovich; A Community College in a Self-Change Process,`` by Richard J. Dunsing; Administrative Development of Chairpersons and Departments,`` by David B. Booth; A Context for Development Activities for Department Chairpersons,`` by John A. Shtogren; Reflections on Chairperson Training in Faculty Development,`` by John A. Shtogren; and Approaches to Administrative Development: A Synthesis,`` by Jack Lindquist. (SW)

Linney, Thomas Ross, Kathleen

Federal Student Aid Programs: A Briefing Paper on Impacts and Policy Options.

Pub Date-Mar 78
Note-54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-College Administration, *Educational History, Educational Legislation, Educational Opportunities, *Federal Aid, Federal Legislation, Federal Regulation, *Financial Policy, *Government School Relationship, Higher Education, Public Policy, *Student Financial Aid, *Student Loan Programs
Identifiers-Carter Administration, Direct Institutional Aid, Tax Credits

The history and development of federal student aid policies for higher education are examined in this paper, along with how current policy affects institutions at the campus level, and current and future policy options from which federal and institutional policies will be drawn. The historical analysis concerns the initial federal policy after independence, major policies beginning in 1857, new policy initiatives after World War II, developments in the mid-fifties and sixties, and the 1972 Education Amendments and subsequent legislation. Factors in current federal aid policies that may affect the composition of student bodies at higher education institutions are the criteria for allocation of student aid and the requirements of student loan programs. Federal aid to students also means that the colleges and universities must maintain records, submit evaluations, use certain bookkeeping standards, and comply with other regulations. Federal student aid programs help to make profitmaking colleges more competitive, may result in the need for changes in curricula to meet the needs of lower socioeconomic students, penalize the most expensive and the moderately priced institutions, and may affect college costs. Three current policy alternatives the 1978 Carter proposals, the tax credit proposals, and direct institutional aid are discussed in terms of their implications for social policy, higher education as a whole, individual institutions, and students. (SW)

ED 165 651 HE 010 924

Tritschler, Donald, Ed.

Report of the Invitational Colloquium on Self-Assessment of Postsecondary Programs Sponsored by the Regents' Project on Self-Assessment for Colleges and Universities.

State Univ. of New York, Albany. Office of the Regents.
Pub Date-3 Nov 77
Note-28p.; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Accreditation (Institutions), Change Strategies, *College Planning, Curriculum Evaluation, *Educational Assessment, Higher Education, *Institutional Administration, *Institutional Research, Interinstitutional Cooperation, *Needs Assessment, Organizational Change, *Postsecondary Education, Resource Allocations, Workshops
Identifiers-Long Range Planning, New York, *Self Evaluation (Institutions)

A colloquium on self-assessment of postsecondary programs was held for colleges interested in developing self-assessment beyond what is included for the accreditation process. The colloquium was attended by almost all of the 15 colleges that were members of the Task Force on Self-Assessment for New York State. Topics of the meeting included: the role of self-assessment in institutional planning and change, the budgetary and staff support that make self-assessment continuous, the use of consultants and other resources for objective review, ways to ensure that self-assessment will result in decisions and action, and the relation of self-assessment to accreditation. An address entitled Concern for Self-Assessment,'' by Robert A. Plane, was followed by a panel discussion by the following university representatives: Richard Alfred, Rita Arthur, Ronald C. Brach, Joseph Burke, William Dempsey, and Vincent Toscano. Discussions were also held separately for liberal arts colleges, large colleges and universities, two-year colleges, and technical colleges. Alvin P. Lierheimer spoke on Accreditation and Self-Assessment,'' and five workshops were held. Two workshops on long-range planning concerned program reorganization and staff development, and identifying goals and the value of a data base. Two workshops on curricular review concerned developing a continuous system and emphasizing outcomes. The final workshop was on gathering institutional support for self-assessment. (SW)

ED 165 652 HE 010 925

Christoffel, Pamela And Others

Federal Programs Authorizing Educational and Occupational Information Services.

College Entrance Examination Board, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Oct 78
Note-59p.
Available from-The College Board, 888 Seventh Avenue, New York, NY 10019
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Educational Programs, Educational Resources, Elementary Secondary Education, Federal Aid, Federal Legislation, *Federal Programs, Grants, *Information Centers, Information Needs, *Information Services, *Occupational Information, Postsecondary Education, Program Descriptions, Program Guides, *Resource Centers
Identifiers-Department of Health Education and Welfare, Department of Labor, Lifelong Learning

Federal programs authorizing educational and occupational information services are listed in this guide designed to assist relevant state agencies and others in securing federal funds for information activities. For each program, a description, address, and legislative reference are presented. Programs of the Department of Health, Education, and Welfare include: Educational Information Centers Program, Educational Opportunity Centers, Talent Search, Fund for the Improvement of Postsecondary Education, Community Service and Continuing Education, Adult Education Grants, Lifelong Learning Program, Institutional and Financial Assistance Information for Students, Incentive Grants for State Student Financial Assistance Training, Vocational Education Program Improvement and Supportive Services, Educational Packaging and Dissemination, Rehabilitation Services Basic Support, Office for Handicapped Individuals, Education for Gifted and Talented Children and Youth, Women's Educational Equity, Veterans' Cost of Instruction Program, Library Services, Libraries and Learning Resources, Career Education Incentive Act, and Consumers' Education. Programs of the Department of Labor include: Comprehensive Employment and Training Act Programs Title I and Title III, Youth Employment and Demonstration Programs, Career Information Service Program, and Federal-State Employment Service. Programs of other federal agencies include: Cooperative Extension Service, Community Action, and Indian Employment Assistance. (SW)

McBride, Jack
A Model Regional Open Learning System. Final Report.
University of Mid-America, Lincoln, Nebr.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-17 Nov 78
Grant-NIE-G-75-0001
Note-58p.
Available from-University of Mid-America, Lincoln, Nebraska
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Adult Students, Annual Reports, *College Administration, Consortia, Cooperative Programs, Curriculum Design, *Curriculum Development, *Delivery Systems, Educational Coordination, Governance, Higher Education, Information Dissemination, Institutional Research, *Interinstitutional Cooperation, Models, Nontraditional Students, *Open Education, Regional Cooperation, Research Projects, Telecourses
Identifiers-*University of Mid America NE

This 1978 report on the model regional open learning system of the University of Mid-America (UMA), Lincoln, Nebraska, summarizes the activities of the following program areas: course development, delivery, research and dissemination, and governance and administration. Descriptions are provided of courses in the following stages of development: four courses were completed, two courses began production, one course was designed, and five course definition papers were prepared for review. Negotiations were also begun with organizations outside the UMA consortium concerning cooperative course development activities. Five delivery activities included the sponsorship of five conferences/workshops and participation in one conference, all concerning open learning. An intensive marketing campaign of UMA course materials, cooperation with other telecourse producers, and dissemination of information about the university were accomplished. Generic research activities were directed toward the further development of a cooperative research program with faculty members from member institutions. Market research activities concerned student characteristics, potential students, demand for nontraditional services, and optimal conditions under which course adoptions might be secured. Governance and administrative activities included appointment of the first full-time president, meeting the special terms and conditions of the grant award, and acquisition of an in-house computer and word processing system. Funding proposals were prepared and submitted, the Japan studies course package was introduced, and two new universities were admitted into the consortium. (SW)

ED 165 654 HE 010 930

Where Are They Now? A Survey of Woodrow Wilson Fellows and Woodrow Wilson Dissertation Fellows Elected Between 1945 and 1971.

Woodrow Wilson National Fellowship Foundation, Princeton, N.J.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-77
Note-47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Doctoral Degrees, Educational Assessment, *Fellowships, Followup Studies, *Graduate Study, *Graduate Surveys, Higher Education, Masters Degrees, National Surveys, Needs Assessment, Program Evaluation, Questionnaires, Statistical Analysis, *Student Financial Aid, Student Opinion, *Vocational Followup
Identifiers-*Woodrow Wilson Dissertation Fellows, *Woodrow Wilson Fellows

Woodrow Wilson Fellows and Dissertation Fellows elected between 1945 and 1971 were surveyed to trace their educational careers, judge the effectiveness of the selection process, and determine what they are now doing with their education. Some elements covered by other national studies were included to make possible a comparison of the Woodrow Wilson Fellows with other groups of graduate students. Based on 6,169 responses from the 14,000 who were mailed questionnaires, information is provided on the degree completion rate, percentage of fellows attending 21 graduate schools, distribution of awards by sex, percentage of fellows in 23 fields of study, the time taken to complete their studies, reasons for delay in completion of degrees, the selection of a dissertation topic, financial support, change of fields in graduate study, employment rates, academic employment, nonacademic employment, and reasons for employment outside academe. The following observations are presented: financial support may be necessary in selected areas, including the humanities; more work needs to be done concerning dissertation fellows to determine how their awards affected their careers; more information is needed about women and graduate education to determine why they are discouraged from completing graduate work or why it takes them longer to complete their dissertations; and more study is needed to assess the value of sabbatical leaves in improving teaching quality. (SW)

ED 165 655 HE 010 932

The Competent College Student. An Essay on the Objectives and Quality of Higher Education.

Tennessee Higher Education Commission, Nashville.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Apr 77
Note-22p.
Available from-Tennessee Higher Education Commission, 501 Union Building, Suite 300, Nashville, Tennessee 37219
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affective Objectives, *Basic Skills, Cognitive Objectives, *College Role, *College Students, Communication Skills, Educational Background, *Educational Objectives, Fundamental Concepts, General Education, *Higher Education, *Knowledge Level, Liberal Arts, Mathematical Concepts, Reading Skills, Student Ability, Writing Skills
Identifiers-*Competence, Self Directed Learning

The skills, understandings, and special attributes that a competent college student should acquire are described. General skills in writing, reading, speaking, and calculating are primarily the responsibility of elementary and secondary education, and these skills must be mastered by every college student. In addition to a specification of these general skills, a listing is provided of the basic understandings of the following concepts that are needed for intelligent adult behavior: democracy and citizenship, history and geography, science, economics, literature, and self-directed learning. Special attributes that a college graduate should develop are: the ability to reason or think critically; acquaintance with the major methods of inquiry; perspectives of some of the important scholarly, literary, and artistic achievements of the past; a knowledge of our form of government; a moral sensibility for both personal and institutional behaviors that affect the human values of mutual respect, cooperation, and integrity; and a heightened sense of personal awareness both of oneself and one's place in society. (SW)

ED 165 656 HE 010 936

Knapper, Christopher

Effective Teaching and Its Evaluation.

Pub Date-4 Nov 76
Note-13p.; Paper presented to AUCC annual conference on ``The Changing Conditions within Universities'' (Regina, Canada, November 4, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *College Instruction, *Effective Teaching, *Faculty Evaluation, Faculty Promotion, Higher Education, Organizational Climate, Portfolios (Background Materials), Student Evaluation of Teacher Performance, Teacher Administrator Relationship, *Teacher Qualifications, Teaching Experience, *Teaching Quality
Identifiers-Teaching Dossiers

The question of evaluating effective teaching in light of the fact that teaching is still the principal function of the university is addressed. Most faculty receive very little specific training in teaching, even though the skills involved are complex and sophisticated. There is a dual responsibility for evaluation of teaching by faculty and administration, a type of collaboration that corresponds to the way most contemporary Canadian universities are governed. The main responsibility of the administration should be to provide a climate within which effective teaching and learning can occur. A teaching resource center, sabbatical leaves, and research and development grants for faculty are examples of encouragement or rewards provided to teachers for initiatives they may take. Faculty should not be constrained from practicing new approaches in their teaching. Teachers should provide information about their teaching performance that could be used for evaluation purposes. A teaching dossier might contain summaries of student course evaluations, comments by colleagues on the quality of the material presented in class, descriptions of innovative teaching and learning techniques, and evidence of some gain in knowledge or experience on the part of students. It is suggested that teachers should claim credit for good teaching in the same way as they would take the responsibility to document scholarly endeavors and administrative work. The involvement or concerns of students and the community in the evaluation of teaching performance is also discussed. (SW)

ED 165 657 HE 010 937

Sagaria, Mary Ann Danowitz
Freshman Courses: Divergent Approaches to Increase Student Integration.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date-11 Sep 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classification, College Curriculum, *College Freshmen, *Curriculum Planning, *Developmental Programs, Higher Education, *Interdisciplinary Approach, Program Descriptions, Student College Relationship, *Student Development, Student Experience, *Student Needs
Identifiers-Bowling Green State University OH, Drew University NJ, Hunter College NY, Morningside College IA, Northern Virginia Community College, Tufts University MA, University of South Carolina, West Virginia University

A classification system for freshman courses that is useful as a planning tool and descriptive guide is presented and examples of analogous programs are described. Three approaches to freshman courses interdisciplinary, developmental, and utilitarian form a continuum, since many courses are derived from more than one philosophical base. The following features of the different kinds of courses are discussed: the philosophy, the roles of the teacher and learner, instructional mode, functions and structural emphases, and organizational climate. Generally, interdisciplinary courses are offered through liberal arts or general studies divisions, and the subject matter is enhanced through the integration of a variety of disciplines. Generally, developmental courses are affiliated with counseling services or general studies divisions and focus upon the student as a person and his or her self-perceptions and relationships with other individuals, society, and the college experience. Generally, utilitarian courses are associated with student affairs divisions and emphasize the student's mastery of a defined knowledge base such as institutional policies, procedures, and resources, or basic skills. Programs at several colleges are cited as examples of the different approaches. The freshman course

offers a means to increase faculty, administrator, and counselor interaction with new students and to involve student affairs staff in the formal curriculum. It can also identify programs and services to correspond more meaningfully to student goals. (SW)

ED 165 658 HE 010 938

Young, Lawrence

Surviving in Wonderland: Factors for Success in Upward Bound Students Attending Selective Colleges.

Pub Date-15 Nov 78
Note-17p.; Paper presented at the annual meeting of the Mid-America Association of Educational Opportunity Program Personnel (4th, Fontanad, Wisconsin, November 12-15, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affirmative Action, Basic Skills, Career Planning, College Admission, College Choice, *College Preparation, *Competitive Selection, *Disadvantaged Youth, Economically Disadvantaged, Educational Counseling, Educationally Disadvantaged, Educational Opportunities, Higher Education, Open Enrollment, School Orientation, School Services, Student College Relationship, *Student Needs, Study Skills, *Success Factors
Identifiers-*Upward Bound

This paper examines the unique make-up of selective colleges as opposed to those with open admission policies, variances in individual colleges, and how Upward Bound students can be prepared for selective colleges. Some orientations of selective colleges have been described as realistic, scientific, enterprising, and conventional. All of these orientations give low priority to interpersonal relations, the social sciences, and arts and humanities; the environments are highly competitive academically and little concern is manifested for the individual student. This failure to emphasize interpersonal relations will constitute an obstacle for the Upward Bound student. Students and staff on a selective college are less likely to be aware of or support the special needs of Upward Bound students. The staff of educational opportunity programs need to insure that the student's psychological, spiritual, financial, and physical needs can be met by the school they choose. In selective colleges that have special admission programs for disadvantaged, it is important to determine whether they have remedial courses, special classes, a reduced course load or delayed evaluation program, ethnic studies programs, and other supportive services. There is a need to prepare students for such things as the use of textbooks, listening and notetaking skills, how to prepare for and take tests, and the improvement of general verbal skills, writing, and vocabulary improvement, and reading skills. Students should also be prepared for the contact with students who will view them as different, and early career counseling is essential to student success. (SW)

ED 165 659 HE 010 939

Education for Justice. Occasional Papers on Catholic Higher Education. Volume IV, Number 2, Winter 1978.

Association of Catholic Colleges and Universities, Washington, D.C.
Pub Date-78
Note-39p.; Parts may be marginally legible due to small print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Catholic Schools, *Church Related Colleges, *Church Role, *College Role, Educational Objectives, Higher Education, International Education, *Justice, Moral Issues, Peace, Pilot Projects, Program Descriptions, *Religious Education, *Religious Organizations, Social Problems, Theological Education
Identifiers-*Association of Catholic Colleges and Universities

This report contains a proposal of a task force of the Association of Catholic Colleges and Universities (ACCU) for the development of an ACCU program on education for justice. It is believed that the Catholic community must be educated in the tradition of Catholic social thought, and a learning environment must be created that reflects a commitment to justice and an openness on the part of Catholics to change personal attitudes and behavior. After a foreward on education and justice by Alice Gallin, the following four perspectives are presented: Education for Social Justice A Christian Perspective,'' by William J. Byron; Justice and Peace: The Place and the Potential of Colleges and Universities,'' by J. Bryan Hehir; Education in a Global Perspective,'' by Lawrence T. Murphy; and Justice What Is It All About?'' by David Burell. Seven institutions were chosen as pilot schools to implement the proposal, and two of the pilot programs are described. Ray Jackson and Dan Regan describe the program at Villanova University and Ken Jamieson describes the program at the University of Notre Dame. Short descriptions are also provided of each of the seven pilot schools. Descriptions of programs at other schools are as follows: Joseph Fahey discusses the model at Manhattan College; Suzanne DeBenedittis discusses the Loyola-Marymount University program; Don Post describes the global studies program at Saint Edward's University; and Joseph Fahey describes the M.A. program in religious studies at Sacred Heart University. (SW)

ED 165 660 HE 010 941

Mohrman, Kathryn, Ed.

New Approaches to General Education. The Forum for Liberal Education. November 1978.

Association of American Colleges, Washington, D.C.
Spons Agency-Shell Companies Foundation, New York, N.Y.
Pub Date-Nov 78
Note-13p.; Parts may be marginally legible due to small print
Available from-FORUM, Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bulletins, *College Curriculum, *Core Curriculum, Curriculum Design, Directories, Educational Philosophy, *General Education, Higher Education, Humanities, Interdisciplinary Approach, *Liberal Arts, Program Descriptions

Identifiers-Bowdoin College ME, Brigham Young University UT, Gustavus Adolphus College MN, Illinois Central College, Los Medanos College CA, North Texas State University, Pacific Lutheran University WA, Saint Anselms College NH, Saint Josephs College IN

This bulletin focuses on general education programs and also provides an update on four core curriculum projects. One viewpoint on general education is presented by Theodore D. Lockwood in an article entitled, ``A Skeptical Look at the General Education Movement.'' The following general education programs of six colleges are described: Brigham Young University's general education program, North Texas State University's interdisciplinary liberal arts and science program, St. Anselm's College's portraits of human greatness program, Bowdoin College's senior center, Gustavus Adolphus College's program to strengthen the humanities, and Illinois Central College's DOORS program. The philosophies and approaches vary widely, from college-wide competency requirements to optional thematic clusters, from Piagetian programs for poorly-prepared students to better integration of science concepts in required courses. A list of resources and short descriptions of additional institutions that have general education programs are included. The update section of the bulletin describes four programs concerned with the core curriculum that have undergone significant changes and developments. The following four schools were among the seven institutions featured in the October 1977 issue of the bulletin on core curriculum: Pacific Lutheran University, the University of Wisconsin-Green Bay, Los Medanos College, and St. Joseph's College in Rensselaer, Indiana. Progress of their programs is described. (SW)

ED 165 661 HE 010 942

Mohrman, Kathryn, Ed.

Liberal Education for Adults. The Forum for Liberal Education. October 1978.

Association of American Colleges, Washington, D.C.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date-Oct 78

Note-11p.; Parts marginally legible due to small print

Available from-FORUM, Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Access to Education, *Adult Students, Annotated Bibliographies, Bulletins, *College Curriculum, College Students, Directories, Educational Counseling, Experiential Learning, Extension Education, External Degree Programs, Higher Education, Independent Study, Interdisciplinary Approach, *Liberal Arts, Masters Degrees, *Nontraditional Students, Program Descriptions, *Student Needs, Womens Education

Identifiers-Bunker Hill Community College MA, California State University Long Beach, College of New Rochelle NY, George Washington University DC, Indiana University Kokomo, Masters Programs, *Reentry Students, Stephens College MO, Wesleyan University CT

This bulletin focuses on liberal education for adults and includes an article on the topic and descriptions of seven institutional approaches. In "Creating Successful Liberal Education Programs for Adults," Carol Stoel points out that many adults are seeking a greater understanding of themselves and their world through liberal education programs. The following liberal education programs for adults are described: George Washington University's Continuing Education for Women program, Stephens College's Without Walls program, California State University at Long Beach's Adult Reentry Counseling program, Wesleyan University's Master of Arts program in liberal studies, Indiana University at Kokomo's External Degree Program/Project Outreach, Bunker Hill Community College's Open College Program, and the College of New Rochelle's School of New Resources. The programs range from providing counseling for enrollment in regular campus activities to providing academic credentials for learning opportunities offered by community organizations. Programs at other institutions that have been successful in meeting the educational needs of adults also are listed, and an annotated bibliography provides suggestions to readers seeking further information. (SW)

ED 165 662 HE 010 943

Knapper, Christopher K.

Evaluation and Teaching: Beyond Lip-Service.

Pub Date-Jul 78
Note-8p.; Paper presented at the International Conference on Improving University Teaching (4th, Aachen, Canada, July 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *Effective Teaching, Evaluation Criteria, *Faculty Evaluation, Faculty Promotion, Higher Education, Portfolios (Background Materials), Student Evaluation of Teacher Performance, *Teacher Qualifications, *Teaching Experience, *Teaching Quality
Identifiers-*Teaching Dossiers

The need to effectively evaluate teaching performance of university faculty and a suggested approach involving a teaching dossier are discussed. Administrative decisions about the careers of faculty members have tended to be based on publication records rather than teaching evaluation. It is suggested that the curriculum vitae of a faculty member should provide more substantial information about teaching than a mere listing of courses. Teaching accomplishments should be described in terms of the following areas: the agreement that may exist between the instructor and his chairman or dean concerning teaching responsibilities or criteria for success, a statement of formal teaching duties, the supervision of graduate or honors students, and informal teaching activities. A summary statement of data from student ratings of

recently-taught courses could be provided as evidence of teaching effectiveness. Real change in student abilities or performance, statements of alumni concerning the quality of instruction, and comments from colleagues teaching the same students in subsequent courses are some of the indicators a teacher can use in the dossier. Some indirect indicators of teaching performance or effectiveness are participation in curriculum development, authoring instructional materials, and conducting research on teaching and learning within the discipline. While there will be resistance to the notion of the teacher dossier, the fact that it provides only a brief addition to the existing curriculum vitae may encourage its use. (SW)

Donny, William F.

Postgraduation Activities: All Degree Levels in Pennsylvania, 1977.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-Jun 78
Note-95p.; Tables from page 58-95 may not reproduce well due to small print
Available from-Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Associate Degrees, Bachelors Degrees, *College Graduates, College Majors, *Degrees (Titles), *Demand Occupations, Doctoral Degrees, *Employment Opportunities, Followup Studies, *Graduate Surveys, Higher Education, Labor Market, Masters Degrees, Private Colleges, Professional Education, State Colleges, State Surveys, State Universities, Statistical Data
Identifiers-*Pennsylvania

Details of relationships between employment demand and the supply of graduates of various degree fields and degree levels from all types of institutions in Pennsylvania in 1977 are presented. Data on 45,078, or 50.5 percent of the higher education graduates at all degree levels, represents graduates' status five to six months after their graduation. All state and community colleges and two-thirds or more of state-aided and private junior colleges were not included. Postgraduate activities for graduates from 23 major disciplines are reported for the following five degree levels: bachelors, masters, doctoral, first-professional, and associate. Approximately 50 statistical tables are included, and some of the findings are summarized in the text. It was found that bachelor degree graduates experienced high employment rates if they had majored in computer sciences, engineering, or the health professions. A weak job market was experienced particularly by bachelor degree graduates in area studies, biological sciences, foreign languages, letters, psychology, social studies, and interdisciplinary studies. At the graduate levels employment was increasingly favorable, and a high percentage of associate degree graduates went on to further education. (SW)

ED 165 664 HE 010 947

Billing, David, Ed.
Course Design and Student Learning.
Society for Research into Higher Education, Ltd., London (England).
Pub Date-Dec 78
Note-171p.; Papers presented at the conference of the Society for Research into Higher Education (13th, University of Surrey, England, December 20-21, 1977)
Available from-The Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England ($8.28, members $6.21)
Document Not Available from EDRS.
Descriptors-Adult Students, College Admission, *College Curriculum, Computer Oriented Programs, Conference Reports, Course Descriptions, Course Organization, *Curriculum Design, Foreign Countries, Handicapped Students, Higher Education, Humanities, Interdisciplinary Approach, *Learning Processes, Reading Instruction, Socialization, *Student Centered Curriculum, *Student Needs, Student Participation, Study Habits, *Study Skills, Unemployed
Identifiers-*Society for Research into Higher Education

Papers presented at the Society for Research into Higher Education's conference on course design and student learning dealt with the following overall topics: the needs of special groups of students; student involvement; study skills and learning methods; course design; and employment, adaptation, and socialization. Among the papers presented were the following: Courses for Whom?'' by Eric E. Robinson; General Competence by Independent Study,'' by John Stephenson; Adult Learners in University Courses,'' by Sue Knights and Rod McDonald; Problems Associated with Increasingly Flexible University Entrance Requirements: From a Particular Case to More General Questions,'' by Geoff Isaacs; Helping the Handicapped: University Education for the Disabled,'' by Alexander D. G. Gunn; Course Design for Unemployed Youth,'' by Doreen Wilson; Audience/Student Participation in Learning: An Example, Using the Theme of Defeating Some Educational System Constraints,'' by John Hipwell and David Baume; Involving Students in Learning Activities: A Study of Different Levels and Kinds of Participation,'' by Roy Cox, Seppo Kontiainen, and Sarah Robinson; Varieties of Student Involvement in Learning: Inferences for Course Planners,'' by Allen H. Miller; A Course on Learning to Learn: A Case-Study in Curriculum Development,'' by Colin R. Coles; Can Students be Taught How to Study?'' by Graham Gibbs; Information Handling Skills in Higher Education: The Travelling Workshops Experiments,'' by Colin Harris; and How Can We Guide First Year Students Towards Both Indpendent and Co-operative Modes of Study?'' by Lewis Elton, Will Bridge, Vivien Hodgson and Mario Lopez. (SW)

ED 165 665 HE 010 954

Pfnister, Allan O.

Formative Influences in the Evolving Structure of American Postsecondary Education.

Pub Date-30 Aug 78
Note-15p.; Paper presented at the International Conference on Higher Education (4th, University of Lancaster, England, August 30, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational History, Federal Government, *Federal Regulation, *Governance, *Governing Boards, *Government Role, Higher Education, *Postsecondary Education, Private Colleges, State Government, *States Powers, Trend Analysis

Three movements that have affected the structure of American postsecondary education are the development of governance by lay boards of control, the growth in power of state coordinating bodies, and the emergence of federal regulatory agency authority over postsecondary education. American postsecondary education has been characterized as ``unplanned'' and as a ``nonsystem,'' because no agency of the national government has effectively determined the kind, number, or roles of postsecondary institutions. The roles of lay boards, the states, and the federal government are traced historically to the present. The following trends are projected: there will be a more coordinated structure in which the 50 states will develop their own more or less unified systems of postsecondary education; certain regional groupings will assume more significance, and private higher education, while retaining its independence, will in more ways be related to the evolving state systems; and in the latter quarter of the twentieth century, there will be significant change in the structure of postsecondary education. (SW)

Cloud, Sherrill, Comp.

A Glossary of Standard Terminology for Postsecondary Education, 1978-79.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.
Pub Date- 78
Contract-400-77-0004
Note-106p.; For related document see ED 148 276
Available from-National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, Colorado 80302
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Classification, Communication (Thought Transfer), Data Collection, *Definitions, Glossaries, *Higher Education, Information Dissemination, *Information Processing, Lexicology, *Postsecondary Education, *Postsecondary Education As a Field of Study, *Vocabulary

This update of an earlier glossary has been compiled to help promote awareness and use of a common language of terms, definitions, and procedures at the institutional, state, and national levels in postsecondary education. It is intended for use as a reference for those who exchange or collect information throughout postsecondary education, especially those who deal with data in institutions, government agencies, and education associations. Common definitions and categories have been developed for data items most regularly used in postsecondary education. The glossary was developed partly through ongoing monitoring of national and state data-collecting efforts for both common and mandated standardizations and classifications. (Author/MSE)

ED 165 667 HE 010 956

Pfnister, Allan O.

Politics of Decision Making in Relation to Education in Comparative Perspective, Unity and Diversity as a Problem. Centralization and Decentralization in Decision Making: The Lay Board of Control.

Pub Date-1 Jul 77

Note-19p.; Presented at the Third World Congress of Comparative Education Societies (London, June 27-July 1, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Board Administrator Relationship, Centralization, Comparative Education, Decentralization, *Decision Making, *Educational Accountability, Educational Change, Educational History, Foreign Countries, *Governance, *Governing Boards, *Higher Education, Political Influences, Trend Analysis, Trustees

Identifiers-United Kingdom

The evolution and role of the lay board of control (trustees, directors) of higher educational institutions and the part the board has played or may play in maintaining diversity in the American system are examined. The evolution of the lay board in the United States and in the United Kingdom is described. The lay board has become the American mechanism for bridging public accountability and the professional autonomy of academicians.'' The use of the lay board provides a means whereby special interest groups might establish educational institutions. The single board of control provides the means for maintaining individual identity and independence as expressions of decentralization, corporate pride, competition, and breadth of choice. The shift from the strong board to the strong college president and administrative staffs has resulted in a difficult position for the lay board. Problems result for the board as the college's purposes become more encompassing and functions more diffuse. The board is under the law of the institution and must be accountable to the public, but the board is also the instrument whereby the public makes its concerns known to the institution. Changes affecting American higher education and the role of the lay board include the growth of statewide governing and coordinating boards and the presence of a collective bargaining unit. (SW)

ED 165 668 HE 010 957

Federal Capitation Support and Its Role in the Operation of Medical Schools. Study by the Staff of the U.S. General Accounting Office.

General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.-HRD-78-105
Pub Date-16 May 78
Note-79p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Finance, *Expenditures, *Federal Aid, *Financial Support, Higher Education, Medical Education, *Medical Schools, School Funds, Statistical Data
Identifiers-Capitation Support

A study of federal capitation support of medical schools included a review of the use of capitation funds by 11 selected medical schools, identification of total revenues received by each school, and study of the use of such revenues. The opinion of medical school representatives on the potential impact on schools if capitation support is withdrawn was also obtained. It was found that federal capitation support, although providing a relatively small percentage of the resources needed to operate a medical school, has played an important role in medical education. Withdrawal of such support, without adequate funds to replace it, may have serious consequences for some schools, particularly those with only limited access to resources from other federal, state, and private sources. The availability of federal capitation support has, because it is flexible, enabled some of the schools visited to initiate innovative learning experiences for medical students. The schools visited used 87 percent of their funds to pay personnel costs in school years 1973-74 through 1975-76. Much of the enrollment increase coincides with the availability of federal capitation support. Medical school officials expressed concern that an attempt to replace this support by increasing tuition would bring a marked change in the socioeconomic characteristics of the student body and require program reductions. Forty-five pages of statistical data on revenues, funding, and expenditures of medical schools are appended. (Author/SW)

ED 165 669 HE 010 958

Wood, Lynn Davis, Barbara Gross

Designing and Evaluating Higher Education Curricula. AAHE-ERIC/Higher Education Research Report No. 8.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-72p.
Available from-Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($4.00 nonmembers, $3.00 members)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrator Guides, Case Studies, *College Curriculum, College Instruction, *Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, Evaluation Methods, *Higher Education, Information Sources, Literature Reviews, Models, Needs Assessment, Program Evaluation, Reference Books, Resource Guides, Resource Materials, State of the Art Reviews
Identifiers-Information Analysis Products

The literature pertaining to the processes and methods of curriculum design and evaluation in higher education is widely scattered and not in the form most useful to those designing curriculum. This monograph identifies many of these resources and discusses them in terms of their practical use. Case studies are used to illustrate the use of the techniques in higher education. In some sections, checklists are provided for use by groups of faculty members assessing the need for a new or revised curriculum or for designing, implementing, and evaluating a new curriculum. Throughout, the interactive, interrelated nature of the design and evaluation processes is stressed, showing that each process implies or anticipates another when approached systematically. (Author/MSE)

ED 165 670 HE 010 959

Lynch, Jean M.

Maximizing Productivity in Thirty-Two Black Graduate Schools. Final Report.

Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-300-77-0396
Note-154p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Colleges, Black Students, College Faculty, College Integration, Educational Assessment, Educational History, Educational Resources, Enrollment, *Graduate Students, *Graduate Study, Higher Education, *Institutional Characteristics, National Surveys, Needs Assessment, Private Colleges, *Productivity, Program Planning, Racial Integration, School Holding Power, State Universities, Tables (Data), Teacher Characteristics, Teacher Salaries

Twenty-five publicly-controlled and seven privately-controlled black graduate schools in 14 states were studied to analyze the resources and potential of the institutions in order to use them more effectively. Among the topics within the report are: history, purpose, mission, and goals of the institution; enrollments (both general and in specific fields); integration of students; students in postbaccalaureate study; admission; retention and graduation; faculty background and salaries; programs and program plans; and resources and needs of the institutions. Much of the data is presented in tabular or graphic form, with narration. (MSE)

ED 165 671 HE 010 960

Higher Education Development Training. Agreement Between the United States of America and Indonesia. Signed at Jakarta, October 28, 1976. Treaties and Other International Acts Series 8759.

Department of State, Washington, D.C.
Report No.-TIAS-8759
Pub Date-28 Oct 76
Note-31p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.20)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Administrator Education, *Consultation Programs, *Educational Improvement, Faculty Development, Federal Aid, *Financial Support, Foreign Countries, Foreign Students, *Higher Education, International Educational Exchange, *International Relations, Loan Repayment, Professional Training, *Technical Assistance
Identifiers-*Indonesia

An agreement for a loan granted by the United States to Indonesia through the Agency for International Development (AID) for higher education development training is described. The assistance to certain educational institutions is designed to assist in the financing of advanced training, upgrading and development of the faculties, administrations, and staffs of state and selected private universities and institutions of higher education. The loan will provide training in the United States for about 65 doctoral candidates and 65 MA/MS candidates, plus third country training for about 15 doctoral and 10 MA/MS candidates. It will also assist in-country training activities by providing the services of short-term consultants from U.S. institutions for up to 87.5 man-months. The loan is especially designed to provide assistance to faculties in institutions of higher education with high priorities given to sciences, technology, and selected social sciences. The following conditions of the loan agreement are detailed: loan terms, conditions precedent to disbursement, general covenants and warranties, procurement, disbursements, cancellation and suspension, communications, representatives, implementation letters, promissory notes, and termination upon full payment. (SW)

ED 165 672 HE 010 962

Guidelines for the Recruitment of Foreign Students.
College Entrance Examination Board, New York, N.Y.
Pub Date-78
Note-21p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Admission (School), Credentials, Directories, Educational Assessment, Elementary Secondary Education, *Foreign Students, *Guidelines, Higher Education, Information Dissemination, Needs Assessment, Program Design, Publicize, Resource Materials, Student Exchange Programs, *Student Needs, *Student Recruitment

Guidelines for the recruitment of foreign students to U.S. schools and difficulties that may be encountered are outlined in this pamphlet. Certain professional obligations are discussed that must be considered before a final decision is made to select and admit more foreign students or to substantially increase the number that is already enrolled. Fourteen steps are outlined for the establishment and/or the enhancement of a foreign student recruitment program. Guidelines for recruitment literature for foreign students and for conducting a foreign student recruitment tour are included. Associations and agencies of interest to institutions, key references for credential evaluations, useful College Board publications, associations of American overseas schools, and other resources are listed. (SW)

ED 165 673 HE 010 963

Finn, Chester E., Jr.

Scholars, Dollars, and Bureaucrats.

Pub Date-Oct 78

Note-251p.

Available from-The Brookings Institution, 1775 Massachusetts Avenue NW, Washington, D.C. 20036 ($11.95 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors-Access to Education, Administrative Organization, Federal Aid, *Federal Government, Federal Programs, *Federal Regulation, Futures (of Society), *Government Role, *Government School Relationship, *Higher Education, Historical Reviews, Institutional Autonomy, Organizational Change, *Public Policy, Student Financial Aid

Identifiers-*Department of Education (Proposed)

In this second book of the Brookings Institution series of Studies in Higher Education Policy, the complex relationship between the federal government and the nation's higher education system is examined. After a survey of the history and background of Washington's involvement, an appraisal is made of the present condition of postsecondary education with focus on what the government can and cannot do to alleviate problems that lie ahead. Federal assistance programs and government regulation are scrutinized, suggestions are made for reform, and several schemes for government reorganization are analyzed, including the controversial plan for a national Department of Education. Overhauling federal policy, programs, and structure is cautioned against, since too much prescription is thought to be worse than too little, and Washington's piecemeal approach to higher education has worked relatively well to date. Future federal policy, it is suggested, should be directed toward increasing diversity in and access to higher education. (Author/MSE)

Baker, Curtis O. Wells, Agnes Q.

Upper Division Enrollment by Degree Field, Fall 1975 Summary Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NCES-77-321
Pub Date-77
Note-127p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01751-2)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Majors, *Educational Supply, *Enrollment Rate, Females, Higher Education, Institutional Characteristics, *Intellectual Disciplines, Males, National Surveys, Part Time Students, Private Colleges, *Specialization, State Colleges, State Universities, Statistical Data, Tables (Data), *Upper Division Colleges
Identifiers-Full Time Students, Higher Education General Information Survey X, States (Geopolitical Regions)

Upper division enrollments by field of study were surveyed in Fall 1975 as part of the 10th annual Higher Education General Information Survey (HEGIS) for the first time since 1967. This report provides summary data on these enrollments by state or other area, institution name, institutional control and level, full- and part-time enrollment, sex, and discipline division and specialty. The information is intended for educational planners, and may be used in projecting future availability of trained manpower. The report form for this portion of the HEGIS survey is appended. (MSE)

ED 165 675 HE 010 966

Johnson, Joseph E.

State Reappropriation of Federal Funds for Higher Education: Reasonable Control or Program Disruption?

Pub Date-Jan 78

Note-12p.; A presentation to the Southern Regional Education Board Legislative Advisory Council; Parts may be marginally legible

Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Finance, Federal Aid, Federal State Relationship, Financial Policy, Government Role, *Government School Relationship, *Higher Education, Laws, *State Federal Aid, *State Legislation, *States Powers

Identifiers-Pennsylvania, Tennessee

The topic of state reappropriation of federal funds for higher education is addressed in this summary of a speech that sought to distinguish between reasonable program control by state legislatures and disruption of needed programs. The issue of a state legislature appropriating federal funds entering the state is before a number of legislatures. The debate centers on principles of government and poses new questions about relationships between state legislative and executive branches of government and between state and federal governments. The Advisory Commission on Intergovernmental Relations drafted a model reappropriations bill that it recommends for adoption by all state legislatures. The intention is to establish within the states a reasonable means for examining the effects of federal funds received by the states for the programs of those states. A concern was to insure that long-term commitments were not made by the states. It is important that state reappropriation laws do not disrupt the ongoing processes of higher education, such as the availability of student aid funds and research efforts of universities. It is suggested that a conscientious effort be made by the states and schools to determine those areas in which reappropriation can be undertaken to increase needed information by the states without disrupting schools. The situations in Pennsylvania and Tennessee are discussed. (SW)

ED 165 676 HE 010 968

Knapper, Christopher K.
Fashions in Instructional Development.
Pub Date-Jul 78
Note-9p.; Paper presented at the Fourth International Conference on Improving University Teaching (Aachen, July 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*College Faculty, *Consultation Programs, *Educational Research, Effective Teaching, Elementary Secondary Education, Faculty Development, Faculty Evaluation, Foreign Countries, Higher Education, *Improvement Programs, Inservice Programs, *Instructional Improvement, Program Evaluation, *Teacher Centers

This paper on instructional development notes the trend toward teaching improvement efforts, classifies instructional development centers in terms of their differing philosophies of operation, and identifies some general problems that have been encountered in institutional efforts to improve teaching and learning. Centers in North America, Europe, and Australia can be classified as reflecting broad trends or models. The clinical/psychotherapeutic'' approach offers a consultative service to faculty for advice and assistance with teaching problems. The research institute'' approach acts primarily as a center for empirical investigations of the teaching-learning process. The consultant/facilitator'' approach provides consultation on a wide variety of issues related to teaching and learning and provides general workshops. The general service center'' provides all the services of the other approaches, including research and consultation for individual faculty. Some general problems and concerns of instructional development activities are academic freedom, the kinds of research conducted, social change and personal development educational objectives, and the danger of token efforts. When feedback to faculty members is provided by

colleagues or administrative superiors, some faculty feel that the traditional right to teach without interference is endangered. Research conducted through instructional development centers needs to be relevant to the teaching process of the particular university. (SW)

ED 165 677 HE 010 969

Nash, Charles R.

A Description and Evaluation of the Special Studies Program in the University System of Georgia.

Pub Date-27 Mar 78
Note-37p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, March 27, 1978); prepared for the University System of Georgia ; Some charts may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Access to Education, Admission Criteria, *Basic Skills, College Admission, *Compensatory Education Programs, Educationally Disadvantaged, Grade Point Average, Higher Education, High School Graduates, Low Achievers, *Open Enrollment, *Persistence, Program Descriptions, *School Holding Power, State Universities, Statewide Planning
Identifiers-*Georgia, *University System of Georgia

The Board of Regents of the University System of Georgia has established a policy that a graduate of a Georgia high school should be given the opportunity to attempt a college education in the University System. The Special Studies Program was organized to facilitate this ideal. The fundamental objectives of the program are to: (1) provide greater access to higher education to a larger segment of the state's citizens, (2) increase the retention of students once they are admitted to college, and (3) increase the probability of student success in college through the acquisition of reading, writing, speaking, mathematics and personal/social skills. This presentation addresses three program assessment criteria: (1) retention, (2) exit, and (3) post-performance of students. Retention studies show that 92 percent (compared to about 90 percent for regular placement students) of the students enrolled in Special Studies during any given quarter complete the quarter. They also show that approximately 85 percent of the students enrolled in a given quarter exit Special Studies or returns to college for the following quarter. Studies related to final exit from Special Studies indicate that 15 to 21 percent of the students in any quarter complete their final requirements and move fully into college level coursework. Studies of grade point average and grades indicate that in all three areas (mathematics, social science (reading), and English) former Special Studies students performed approximately one-half letter grade below regular placement students. However, in some institutions former Special Studies students' performance was better than regular placement student performance. Less difference between groups was found when grades were compared. The grade differences for the two groups passing regular college courses were nine percentage points in mathematics, five points in social science and 11 points in English. (Author/MSE)

ED 165 678 HE 010 970

Weathersby, Rita

A Synthesis of Research and Theory on Adult Development: Its Implications for Adult Learning and Postsecondary Education.

Pub Date-Mar 76
Note-178p.; Special Qualifying Paper for Harvard University, Graduate School of Education ; Some pages are marginally legible
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Adult Development, *Adult Learning, Behavior Theories, *Cognitive Style, *Developmental Stages, *Developmental Tasks, Higher Education, Learning Theories, *Literature Reviews, Models, Personality Theories, Research Reviews (Publications)

Research and theoretical literature about adult development and adult learning are synthesized within a conceptual framework that has three basic domains: life phase, developmental stage, and learning style. The life phase includes theories that identify age-linked periods of stability and transition throughout adulthood. The development stage refers to structural dimensions of intellect, character, and personality organization. Learning style includes research on individuals' characteristic predilections and preferences for certain functional modes of learning over others, both cognitively and behaviorally. For each area, the parameters of the construct are defined, key concepts are identified, major representative theories are reviewed, and the implications of the viewpoint for adult education are discussed. A large proportion of the text deals with the domain of the developmental stage. Implications for educational practice are analyzed on three levels: individual uses, institutional uses, and societal uses. A major premise of the paper is the idea that adults develop, and that educational programs and opportunities, and some of the resources of society, ought to be organized in ways that are responsive to adults' developmental needs. (SW)

ED 165 679 HE 010 971

Dorn, Wesley N. And Others

A Proposed Regional Plan for the Expansion of Optometric Education in the South.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-Dec 74

Note-162p.; Some illustrations may not reproduce well due to marginal quality of original

Available from-Southern Regional Education Board, 130 Sixth Street NW, Atlanta, Georgia 30313 ($4.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Contracts, Educational Assessment, *Educational Demand, Educational Supply, *Health Occupations Education, Health Personnel, Health Services, Higher Education, Maps, *Optometrists, *Professional Training, Regional Cooperation, *Regional Planning, Regional Programs, *Southern States, Tables (Data), *Universities

Identifiers-Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, *Optometry, South Carolina, Tennessee, Texas, Virginia, West Virginia

Concern about the adequacy of existing optometry schools to meet the needs and demands for optometric education in the South prompted a study, to result in a proposal for expansion of education in the field. The results showed that there is a shortage of optometrists in each of the 14 states of the Southern Regional Education Board (SREB) region, and a need for additional schools of optometry to meet the citizens' minimum requirements. A minimum of two additional schools are needed in the near future. It is recommended that they be established in academic health centers of universities and be developed as regional resources through the contracts-for-services program presently in operation in the SREB states. Tables and somewhat detailed state maps illustrate the study. (MSE)

ED 165 680 HE 010 972

Southern Higher Education Legislative Report, 1978. A Summary of State Legislation in 1978 Affecting Higher Education in the South.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-Oct 78
Note-68p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($1.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Budgeting, Educational Finance, Educational Legislation, Elementary Secondary Education, *Financial Policy, *Government School Relationship, *Higher Education, *School Taxes, *Southern States, State Aid, *State Legislation
Identifiers-Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Reports on legislative action affecting higher education in the Southern states that held regular or special legislative sessions in 1978 are presented and a preview of 1979 sessions is provided in this publication. In most Southern Regional Education Board States in 1978, higher education maintained or slightly increased its share of state tax fund appropriations. Initial 1979 higher education budget requests seem to indicate that there may be an even larger than usual gap between what governors and legislators may approve and what is being requested. Among the topics discussed are salaries, construction funding, competency testing, state aid to private higher education, veterinary medicine, and collective bargaining. States included in the analysis are Georgia, West Virginia, Virginia, Kentucky, Mississippi, Maryland, Tennessee, Florida, North Carolina, Louisiana, Alabama, and South Carolina. (SW)

ED 165 681 HE 010 973

Fadil, Virginia Ann Thrift, Julianne Still

Openings, Closings, Mergers and Accreditation Status of Independent Colleges and Universities, Winter 1970 through Summer 1978. An Occasional Research Report.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date-Dec 78

Note-72p.

Available from-Office of Research, NIICU, Suite 503, 1717 Massachusetts Avenue NW, Washington, D.C. 20036

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Accreditation (Institutions), Community Colleges, Degrees (Titles), Directories, Enrollment, *Higher Education, Institutional Characteristics, Junior Colleges, *Mergers, Multicampus Colleges, National Surveys, *Organizational Change, *Private Colleges, *School Closing, State Colleges, State Universities

Identifiers-Accreditation Agencies, Branch Campuses, *New Colleges, Single Sex Colleges, States (Geopolitical Regions)

This second annual report of openings, closings, mergers, and accreditation status of independent colleges and universities is part of a study to provide baseline data for observing the changes in the independent sector of higher education. The information was compiled from a survey of state postsecondary agencies and state associations of independent colleges and universities, and from two other publications. Among the highlights of the period from winter 1970 through summer 1978: 64 independent colleges and branch campuses were founded, though 129 closed and 42 merged with other independent institutions; 17 colleges shifted to public control; 325 institutions and branch campuses attained accredited status from nationally recognized agencies, and none (other than those closing) lost accreditation; and the greatest net loss of institutions occurred during 1975-1978. The listings of institutions are by type of change (first-time openings, closings, mergers, shift to public control, attainment of accreditation and by type of institution. Among the information given for each institution is: year of founding, year entered in the Education Directory, type of program (two-, four-year, or specialized program), accreditation agency, headcount enrollment, single-sex or coed, and religious affiliation. (MSE)

ED 165 682 HE 010 975

von Rothkirch, Christoph

Field-Disaggregated Analysis and Projections of Graduate Enrollment and Higher Degree Production. A Report for the Carnegie Council on Policy Studies in Higher Education. Project on Quantitative Policy Analysis Models of Demand and Supply in Higher Education. Technical Report No. 5.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-Oct 78
Note-67p.; some tables may be marginally legible due to light type
Available from-Carnegie Council on Policy Studies in Higher Education, 2150 Shattuck Ave., Berkeley, California 94704
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*College Majors, Degrees (Titles), *Doctoral Degrees, *Employment Opportunities, *Enrollment Projections, *Graduate Study, Higher Education, Intellectual Disciplines, Job Market, Masters Degrees, Models, *Occupational Surveys, Trend Analysis

A comprehensive, field-disaggregated analysis of the academic labor market is presented using data from the National Center for Education Statistics for first-year graduate enrollment and higher degrees awarded in distinct fields. The fixed-coefficient model of Cartter (1975) is enlarged and disaggregated into a model of the supply of master's as well as doctor's degrees in 19 different academic fields. Past and present trends of the graduate students' choices of field and type of higher degree are analyzed. These trends are extrapolated, using the least square regression methods and adjustments on the grounds of plausibility considerations, and future graduate enrollment and numbers of higher degrees are projected. It was found that the majority of B.A. graduates still enroll in graduate or professional schools, but more seem to be seeking a degree lower than the doctorate. If trends continue, the share of Ph.D. production in engineering, mathematics, physical sciences, arts, letters, and social sciences, which totalled more than one-half of all Ph.Ds awarded before 1971, will decrease to less than one-third in 1983 and later. There appear to be noneconomic factors, such as concern for the physical and social environment, that influence educational and career decisions. A formal representation of Cartter's Global Model of Ph.D. Production, a description of the field classification employed, statistical data, and comments on the empirical data are included. (SW)

ED 165 683 HE 010 976

Astin, Alexander W. And Others

The American Freshman: National Norms for Fall 1978.

California Univ., Los Angeles. Lab. for Research on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G-78-0039
Note-251p.; Not available in hard copy due to marginal legibility of original document
Available from-Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles, CA 90024 ($6.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Admission Criteria, Black Colleges, Church Related Colleges, *College Freshmen, *College Students, Community Colleges, Competitive Selection, Females, *Higher Education, Institutional Characteristics, Junior Colleges, Longitudinal Studies, Males, *National Norms, National Surveys, Private Colleges, Questionnaires, Racial Distribution, State Colleges, State Universities, Statistical Surveys, *Student Characteristics, Tables (Data)
Identifiers-*Cooperative Institutional Research Program, Full Time Students, Student Information Form

This is the thirteenth annual report of national normative data on characteristics of students entering college as first-time, full-time freshmen. The series, initiated in 1966, is part of the Cooperative Institutional Research Program (CIRP), an ongoing longitudinal study of the American educational system. The freshman survey data reported here were gathered from most of the country's higher education institutions by the Student Information Form, and have been weighted to provide information for use by persons engaged in policy analysis, manpower planning, administration, educational research, guidance and counseling, as well as by the general community of students and parents. The normative data are reported separately for men and women, and for 38 different groupings of institutions. The major stratifying factors are the predominant race of the institution's population (black or white), and institutional type, control, and selectivity. Some narration precedes the extensive data tables. A table showing institutional participation throughout the survey's history, the survey instrument, and related information are appended. (MSE)

ED 165 684 HE 010 977

Chronister, Jay L. And Others

Independent College and University Participation in Statewide Planning for Postsecondary Education. An Occasional Research Report.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date-Nov 78

Note-69p.; Table in Appendix B may not reproduce well due to small print

Available from-Office of Research, National Institute of Independent Colleges and Universities, Suite 503, 1717 Massachusetts Avenue N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Administrator Attitudes, *College Planning, Government Role, Government School Relationship, Higher Education, Interagency Cooperation, National Surveys, Needs Assessment, *Postsecondary Education, *Private Colleges, Professional Associations, Questionnaires, *State Boards of Education, State Government, *Statewide Planning, Statistical Analysis, Statistical Studies, Surveys, Tables (Data)

The operational relationship between the independent sector and state planning agencies, and the issues and accomplishments of the independent sector in statewide planning for postsecondary education are examined in this study. Covered are private institution participation in statewide planning through spring 1978 and the perceptions of state agencies and independent sector associations regarding the level, success, and potential problems of this participation. Issues of concern to both groups are delineated, and mechanisms for successful participation are described. The survey instrument is appended. (MSE)

ED 165 685 HE 010 978

Dunham, Paul C.

Enrollment in Higher Education Institutions in the State of Montana, Fall 1978.

Montana State Dept. of Public Instruction, Helena. Office of the Commissioner of Higher Education.

Pub Date-15 Dec 78

Note-41p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-College Freshmen, *Community Colleges, Credit Courses, *Enrollment Rate, *Enrollment Trends, Geographic Distribution, Graduate Students, *Higher Education, Noncredit Courses, Nonresident Students, Part Time Students, *Private Colleges, Resident Students, Sex (Characteristics), State Colleges, State Surveys, *State Universities, Statistical Studies, Statistical Surveys, Tables (Data), Transfer Students

Identifiers-Full Time Students, In State Students, *Montana, Out Of State Students

Data on fall 1978 enrollment in higher education in Montana are summarized and compared with the previous year. Institutions in the Montana state university system, private colleges, and community colleges are included, as are graduate students. Enrollments in noncredit courses are not included in the tables, but are footnoted. Analyses include: distribution by class, institution type, and institution; distribution by campus within the state university system since 1973-74; distribution by sex; immigration of transfer students; net effect of transfers in and out of each institution; distribution by in- and out-of-state residence; first-time freshmen, both in-state and out-of-state; part- and full-time enrollment by institution; and full-time equivalent enrollment (some comparison is made here with the years since 1972-73). Data are presented in tables with some narration. (MSE)

ED 165 686 HE 010 979

Fiedler, Judith

Survey of Applicants for Admission to the University of Washington in Autumn Quarter, 1978. Part I: Applicants Not Admitted, or Not Accepting Offers of Admission. EAC Report Number 79-10.

Washington Univ., Seattle. Educational Assessment Center.
Pub Date-20 Dec 78
Note-32p.
Available from-Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, WA 98195
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*College Admission, College Bound Students, Decision Making, Educational Alternatives, Educational Interest, *Enrollment Influences, Followup Studies, Graphs, Higher Education, Institutional Research, Occupational Aspiration, Research Projects, School Surveys, State Colleges, *State Universities, *Student Application, Student Attitudes, *Student Characteristics, Surveys, Tables (Data)
Identifiers-*College Applicants, *University of Washington

Interviews with 814 applicants for admission to the University of Washington who were not offered admission, or who did not enroll, were conducted during the summer and autumn of 1978. The respondents, whether or not they met admission criteria, were highly similar in characteristics of background, career aspiration, and alternative educational activities. The majority of the applicants planned to enter other colleges or universities in the state system. Most of the respondents anticipated continuing or completing their education at the University of Washington in the future. The results were analyzed, with portions presented in graphs and tables. The survey instruments used for the two groups are appended. (Author/MSE)

ED 165 687 HE 010 980

Access in a Broader Context: College-Going Rates in California.
California State Postsecondary Education Commission, Sacramento.
Pub Date-Oct 78
Note-84p.
Available from-California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Access to Education, *College Attendance, College Choice, Community Colleges, *Enrollment Trends, Higher Education, Place of Residence, Private Colleges, *Proximity, School Location, State Colleges, *State Surveys, State Universities, Statistical Data, Student Financial Aid, Student Mobility, *Transfers
Identifiers-*California

College-going rates of California high school graduates were computed from 1974-77 for the California public college system and for the fall of 1977 for a sample of California independent colleges and universities. A second focus of the analysis is the flow of transfer students from community colleges to the university and the state university. The analysis is limited to trends in the flow of students and to the relationship between that flow and the proximity of a university or state university campus. The flow of state student aid funds to students residing in the various counties in 1977 was also assessed. No decline was found in the college-going rate of recent high school graduates; the rate of attendance in California schools for those aged 19 and under is about 60 percent. Proximity to a campus of the University of California or the California State University and Colleges appears to be a significant determiner of whether a high school graduate will enroll at one of these campuses. Proximity to a four-year college campus appears to be an important factor in community college student transfer particularly in the state university system. Study findings and information about California colleges and universities are included in the appendices. (SW)

A Staff Survey of Formal Education and Training Programs Sponsored in California by Business, Industry, Government and the Military.

California State Postsecondary Education Commission, Sacramento.
Pub Date-78
Note-49p.; Part of a series of reports on lifelong learning
Available from-California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Adult Education, Armed Forces, Continuous Learning, Cooperative Programs, Educational Needs, Educational Programs, *Government Employees, Government School Relationship, Industrial Personnel, *Industrial Training, Industry, *Interinstitutional Cooperation, Interpersonal Competence, *Management Development, Management Education, *Manpower Development, Postsecondary Education, Skill Development, State Government, State Surveys, Supervisory Training
Identifiers-*California, Lifelong Learning

Educational activities sponsored by business, industry, and various levels of government, including the military (BIGM), in California are briefly reported. Much that is being offered through courses and services by postsecondary educational institutions is also being provided through BIGM training activities, and there are areas of cooperation between BIGM and schools. BIGM commitment to educational activity on the national level is reflected in an average annual expenditure of over $160 per employee, and in the development of educational facilities by over one-half of the nation's large companies. The focus of educational programming offered by BIGM concern the following broad categories: management education; interpersonal relations education; supervisory skills education and training; specific skills training, including business machines; organizational development education, including management by objectives; orientation education to an industry, culture, or location; and personal development education that is not directly job-related. The current educational climate, which includes external degree programs and field work, appears congenial to the exploration of more direct ties between BIGM and postsecondary education. A data base that describes the educational objectives and amount of training activity offered by BIGM in California is needed. (SW)

ED 165 689 HE 010 982

Owings, Thomas G.

Perspectives on Postsecondary Education: Alabama Citizens Survey '77.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Pub Date-Dec 77

Note-124p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*College Role, *Community Attitudes, Educational Benefits, Educational Finance, Higher Education, Parent Attitudes, *Postsecondary Education, *Public Opinion, Questionnaires, *School Community Relationship, State Aid, *State Surveys

Identifiers-*Alabama

A random sample of adults in Alabama were surveyed in 1977 to determine their opinions and attitudes about postsecondary education. A 51-item questionnaire was designed to reflect public feeling about several areas of postsecondary education, including finance; governance; faculty; teaching, research, and service functions; and admissions and enrollment practices. Demographic data about the respondents were also collected. The sample of 1,259 adults, ages 16 and over, was representative of 82.4 percent of Alabama's total population in that age range; 655 completed questionnaires were analyzed. Respondents expressed a very favorable opinion of higher education in the state, believed higher education is important for themselves and their children, and the majority stated a willingness to pay more taxes to improve the quality of education in Alabama. More than 46 percent of the public are unsure about how well colleges and universities use the money they receive from the state. An overview of related literature, a description of the survey procedure, a sample questionnaire, and the implications of the findings for higher education in the state are presented. (SW)

ED 165 690 HE 010 983

Gillies, Donald L.

A New Focus for Academic Support Programs.

Pub Date-14 Nov 78

Note-19p.; Paper prepared for the annual conference of the Mid-America Association of Educational Opportunity Program Personnel (4th, Fontana, Wisconsin, November 14, 1978) ; Not available in hard copy due to light type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Basic Skills, *Critical Thinking, Educational Assessment, Educational Objectives, Evaluation Criteria, Federal Regulation, Higher Education, Remedial Instruction, *Student Needs, Tutorial Programs

The need to develop students' critical thinking skills is examined in this paper, along with existing academic support services, federal regulations and requirements, data on minority group students, and measures of program effectiveness. Many programs provide tutorial services to help the student meet the demands of coursework and to increase basic skills of reading, writing, and mathematics. It is usually thought that acquisition of sufficient basic skills will enable students to compete successfully in the classroom. Federal regulations and requirements are vague in suggesting any methodology by which program goals may be achieved. There is a higher rate of attrition in school among low income and minority students compared to middle and upper income students. Innovative programs and methodologies are needed to teach formal operational thinking processes. The student needs to be able to use a wide variety of symbols and understand abstract relationships. The fields of behavioral and educational psychology should be studied to determine effective methodologies for teaching critical thinking. (SW)

ED 165 691 HE 010 984

Miller, Robert And Others
Institutional Characteristics Affecting Minority Admissions and Enrollment Levels at State Universities in Ohio, 1973-1976.
Miami Univ., Oxford, Ohio. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 77
Note-126p.; Parts are marginally legible
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Black Culture, Black Students, Black Studies, College Admission, *College Choice, College Environment, *College Freshmen, Educational Counseling, Ethnic Studies, Geographic Location, Higher Education, *Minority Groups, *School Holding Power, School Services, *State Colleges, State Universities, Student Financial Aid, *Student Recruitment
Identifiers-Akron University OH, Bowling Green State University OH, Central State University OH, Cleveland State University OH, Kent State University OH, Miami University OH, *Ohio, Ohio State University, Ohio University, University of Cincinnati OH, University of Toledo OH, Wright State University OH, Youngstown State University OH

The factors affecting the admission and enrollment of minority students at the 12 state universities in Ohio were studied through campus visits, questionnaire administration, and correlation and multiple regression analysis of the findings. Summaries are presented on minority recruitment and retention efforts at each university for the following offices: admissions, financial aid, affirmative action, minority affairs, student affairs, academic affairs, social and cultural activities, black/ethnic studies, and black/ethnic cultural centers. Predictor variables that were isolated for analysis were: cost, federal financial aid, distance from a cultural center, strength of black studies programs and black cultural centers, and strength of minority and special service programs. Figures were obtained for full-time, main-campus, entering undergraduate freshmen for each fall session from 1973 to 1976. The statistical analysis suggests that the major factors affecting minority student enrollment are geographic location and the strength of the tutoring, counseling, and social, academic, and cultural programming services available to minority students. Two other factors deserving attention by administrators are the availability of financial aid and the need for more minority group members in faculty, staff, and administrative positions. (SW)

ED 165 692 HE 010 985

Portman, David N.
The Universities and the Public. A History of Higher Adult Education in the United States.
Pub Date-79
Note-214p.
Available from-Nelson-Hall Publishers, 325 W. Jackson Blvd., Chicago, IL 60606 ($14.95)
Document Not Available from EDRS.
Descriptors-*Access to Education, *Adult Education, Adult Students, Community Colleges, *Cultural Context, Educational Demand, *Educational History, Educational Supply, Educational Technology, Evening Colleges, *Higher Education, Historical Reviews, *Nontraditional Students, Part Time Students, Public Opinion, University Extension
Identifiers-Chautauqua Institute NY, University of Wisconsin

The development of the higher adult education movement in the U.S. over the past century is reviewed in this book. Focus is on the cultural conditions that made it possible, the persons who played key roles, the characteristics that distinguished each period, and the trends that emerged and continue to the present day. An overview is first given of general cultural and educational progress in the nineteenth century as the author traces the noncollegiate roots of adult higher education back to such diverse institutions as the public library, the lyceum, vocational and technical institutes, correspondence courses, and the press. The initial steps in systematizing adult higher education are then detailed, including the major effort of John Vincent's Chautauqua Institute and the emergence of university extension. The model of modern university extension is described as it evolved at the University of Wisconsin. The period from 1920 through the end of World War II is reported in terms of three new developments: the rapid increase in number and size of evening colleges, the similar increase in size and number of community colleges offering adult services, and the introduction of the radio as an instructional medium. Post-1945 factors are also considered, such as the role of returning veterans, residential conference centers, educational television, and community service programs. The capacity and willingness of the public to support higher adult education is examined. (LBH)

ED 165 693 HE 010 986

Sanders, Joseph L.

Faculty Development.

Pub Date-30 Dec 78

Note-14p.; Paper presented at the annual meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Observation Techniques, *College Faculty, Effective Teaching, *Faculty Development, *Faculty Evaluation, Higher Education, Informal Assessment, *Instructional Improvement, Interaction Process Analysis, Peer Evaluation, Student Behavior, Teacher Administrator Relationship, *Teacher Behavior

Identifiers-Professional Development

Suggestions are offered for faculty development and evaluation activities that can aid teachers' understanding and growth. Teachers can benefit from classroom observation feedback from other teachers who have been trained to appreciate the different kinds of cognitive processes used in the classroom. Observing teachers can record the pattern of interaction in the classroom, and if a teacher's classroom goals are not being met, faculty development activities can also help in analysis and planning. This approach relies on a teacher's self-judgment, based on recognition of dissonance between intent and accomplishment and the desire to improve instruction. Faculty development might also encourage teachers to increase their knowledge about the teaching process in general, assist them in producing learning materials, and design courses and evaluation instruments. Control of faculty development activities by faculty is needed to promote faculty acceptance and trust. The controlling group should be drawn from different divisions. Since administrative support is necessary to carry out faculty development and evaluation activities, administrator development activities are also needed. Some particular faculty development programs at the author's institution are cited. (SW)

ED 165 694 HE 010 995

Linney, Thomas J.

Alternatives to Tenure. AAHE-ERIC/Higher Education Research Currents. March 1979.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-6p.; Best copy available
Available from Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Change, Change Strategies, *College Faculty, *Contracts, Court Litigation, Higher Education, *Job Layoff, *Personnel Policy, State of the Art Reviews, *Teacher Employment, *Tenure, Trend Analysis
Identifiers-Information Analysis Products

An overview of current literature about alternatives and variations to existing concepts of tenure of faculty is presented. Tenure continues the appointment of faculty until retirement unless there is dismissal for adequate cause or unavoidable termination because of financial exigency or change of institutional program. Academic freedom is assured through procedures providing for academic due process in the case of dismissal for cause and economic security is provided by the expectation of continued employment. A combination of demographic changes, judicial decisions, shifts in the college curriculum, and financial restraint in allocation of resources for higher education suggest that this traditional understanding of tenure systems in higher education may change. In future periods of declining enrollments and financial restraint, more tenured faculty will be terminated, with tenure providing small measure of job security. Two major alternatives to tenure are contract systems and modifications combined with traditional tenure systems. There are numerous variations of contracts that replace tenure, but no major university has yet adopted any form of a contract system. Modifications include extension of the probationary period, establishing periodic evaluation of tenured faculty, establishing a nontenure track, and extensive use of part-time faculty appointments. Some major studies that document the concept and process of tenure in American higher education are cited. (SW)

An Uncertain Future. Review, 1975-76 to 1977-78.

Council of Ontario Universities, Toronto.
Pub Date-78
Note-62p.; Not available in hard copy due to marginal legibility
Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Admission, *College Cooperation, *College Planning, College Role, Consortia, Cooperative Programs, Declining Enrollment, Educational Assessment, Educational Coordination, Educational Finance, Educational Planning, Financial Problems, *Foreign Countries, *Graduate Study, *Higher Education, Instructional Improvement, Library Cooperation, Needs Assessment, Organizations (Groups)
Identifiers-Canada, *Council of Ontario Universities, *Ontario

The development of the Ontario university system from 1975-76 to 1977-78 is traced, with focus on the deteriorating financial situation of the past few years and the impact of recently declining enrollments. The growth of cooperative activities among the universities has included the planning of graduate programs, library cataloging, instructional

development, and admissions. The current state of the Ontario universities and future prospects bring to discussion uncertainty over finances, enrollment, staffing, the adequacy of structures for planning, and the role of universities in general. In addition to the decline in the overall level of funding relative to costs, there have been important changes in the distribution of the funds among the different institutions. The changes have been brought about mainly by modifications in the formula distribution mechanism but also, to a lesser extent, by changes in the system of nonformula grants. Tuition fees are involved also. Developments in graduate level planning in Ontario are discussed to illustrate and define in part the pros and cons of cooperative planning and voluntary association of the autonomous universities. Background information about the membership, constitution, committees and affiliates, financial statements, and a list of publications of the Council of Ontario Universities are included. (SW)

ED 165 696 HE 010 997

Chan, James L. Snyder, Gerald E.

Evaluating the Economic Viability of Universities by Using Price-Level-Adjusted Financial Data. Faculty Working Papers.

Arizona State Univ., Tempe. Coll. of Business Administration.

Report No.-AC-79-8

Pub Date-79

Note-28p.; Reproduced from best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Cost Indexes, *Economic Change, Economic Progress, *Educational Economics, Educational Finance, Higher Education, Inflation (Economics), Models, Predictor Variables, Resource Allocations, *School Accounting, *School Statistics, State Universities, Statistical Analysis, *University Administration

Identifiers-Arizona State University, *Full Time Equivalent Students, Higher Education Price Index, Northern Arizona University, University of Arizona

Ways in which the external financial disclosures by universities may evaluate institutional economic viability are demonstrated. It is argued that the evaluation should take into account the effect of inflation and activity level. The evaluation model requires several years' information about revenues (general operating fund), the impact of inflation (as measured by the Higher Education Price Index (HEPI , and student enrollment in full-time equivalent (SFTE). Currently financial disclosure requirements of universities call for reporting only the revenue figures for individual years, and none of the other necessary information. Economic viability is measured by several growth indicators: revenue (R), R as adjusted by the HEPI (PLAR), R/SFTE, and PLAR/SFTE. Based on the data for the three state universities in Arizona for 1971-1978, this paper concludes that: (1) PLAR and PLAR/SFTE measure more accurately the economic viability of the universities in an inflationary environment; (2) university financial reports should include multi-year financial statistics and applicable price level changes; (3) instead of student headcount, universities should show SFTE; and (4) with appropriate supplementary information and analytic procedure, fund accounting information can be made more useful. (Author/MSE)

ED 165 697 HE 011 001

Garcia, Ric A. McFeeley, James C.
Attitude Modification Among Biology and Non-Biology Majors.
Pub Date- 78
Note-13p.; Paper presented at the National Association of Biology Teachers conference (Denver, Colorado)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Affective Behavior, Age, Analysis of Covariance, Attitude Tests, Biological Sciences, *Biology, Biology Instruction, *Changing Attitudes, College Curriculum, *College Majors, *College Science, Educational Research, Higher Education, Honors Classes, Natural Sciences, Sex Differences, State Universities, Statistical Studies, *Student Attitudes, Student Characteristics, Student Interests
Identifiers-Biology Attitude Scale

The aim of this investigation was to determine whether biology majors' and non-biology majors' attitudes toward biology are changed as a result of a single semester of instruction in biology. This study also attempted to determine the direction, degree, and possible correlates of this modification. The Biology Attitude Scale was administered at the beginning and conclusion of two non-biology majors courses and three biology majors courses. Biology majors had significantly more positive entering attitudes toward biology than did the non-biology majors; however, all groups except the biology honors-section had decreased in positive attitudes by the end of the term. Although the decrease was not statistically significant, it was sufficient to result in statistically indistinguishable leaving-attitudes as evaluated by analysis of covariance. This study also demonstrated that the students' attitudes toward biology are only minimally related to such well-defined ideographic characteristics as gender and age. (Author)

Sindler, Allan P.

Bakke, DeFunis, and Minority Admissions. The Quest for Equal Opportunity.

Pub Date-78

Note-358p.

Available from-Longman, 19 West 44th St., New York, N.Y. 10036 ($12.50)

Document Not Available from EDRS.

Descriptors-Academic Standards, *Access to Education, *Admission Criteria, College Admission, Competitive Selection, Equal Education, Higher Education, Law Schools, Legal Problems, Legal Responsibility, Medical Schools, Minority Groups, Political Influences, *Quotas, Racial Discrimination, *Reverse Discrimination, Student Application, *Supreme Court Litigation

Identifiers-*Bakke Case, DeFunis Case, Harvard College MA, *Selective Admission, University of California Davis, University of Washington

The public policy and legal issues surrounding preferential admissions of minorities in higher education and the politics and human drama of the controversy are reviewed and analyzed in this book. Focus is on the court cases of Marco DeFunis against the University of Washington law school and Allan Bakke against the University of California Medical School at Davis. The problem considered is how to promote equal opportunity for disadvantaged minorities through affirmative action without engaging in reverse discrimination. Included in the book are considerations of divergent notions of equal opportunity, increasing numbers of applicants and rising standards of admission, racial preference, special admissions or discretionary selection, goals and quotas, legal strategies, comparative academic qualifications, an increasing supply of qualified minority applicants, equal protection of the laws and racial classifications, and political implications. The Bakke and DeFunis cases are detailed through the arguments before the Supreme Court. A final chapter is devoted to an analysis of the Supreme Court's split decision in the Bakke case. Appended is a discussion of the Harvard College Admissions Program. (LBH)

ED 165 699 HE 011 012

Review, Evaluation, and Modification of the Educational Program of the Harvard School of Public Health. Final Report.

Harvard Univ., Cambridge, Mass. School of Public Health.

Spons Agency-Health Resources Administration (DHEW/PHS), Rockville, Md. Bureau of Health Planning and Resources Development.

Pub Date- 78

Contract-NOI-AH-34018

Note-92p.; Covers period of performance during January 1, 1973 to March 31, 1978

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Case Studies, Decision Making, Futures (of Society), Graduate Study, *Health Occupations Education, *Health Services, Higher Education, Institutional Research, Interdisciplinary Approach, *Masters Degrees, Policy Formation, Private Colleges, *Professional Continuing Education, Program Descriptions, *Program Development, *Public Health, Research Projects

Identifiers-Harvard University School of Public Health MA

In 1973 the Harvard School of Public Health contracted with the Bureau of Health Manpower Education to study, modify, and augment the school's educational program and related research and service activities in light of existing public health needs and those likely to arise in the next five to ten years. The model educational program developed as a result is a two-year master's-level program in Health Policy and Management (HPM). In this report an overview of the contract is provided and the HPM program is discussed. A case study approach is used to focus on the development of the program and on other new educational, service, and research activities in health services. Several complementary efforts in midcareer education, interdisciplinary research, and informed health policy decision-making are described, and future plans are discussed. (MSE)

ED 165 700 HE 011 014

Sanford, Timothy R.

Survey of May 1977 Graduates of the University of North Carolina at Chapel Hill.

North Carolina Univ., Chapel Hill. Office of Institutional Research.

Pub Date-Apr 78

Note-79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Academic Standards, Blacks, *College Graduates, Educational Benefits, Educational Counseling, Educational Facilities, Educational Quality, Educational Resources, *Employment Patterns, Females, Followup Studies, Grades (Scholastic), Graduate Study, *Graduate Surveys, Higher Education, Institutional Research, Males, *Participant Satisfaction, Professional Education, *Relevance (Education), Research Projects, State Universities, Statistical Data, *Student Attitudes

Identifiers-Education and Work, *University of North Carolina Chapel Hill

All May 1977 graduates of the University of North Carolina at Chapel Hill were surveyed about their future plans and general impressions of their educational experiences. The response rate was about 46 percent and representative of the school's population, except that blacks were significantly underrepresented among respondents. Overall, about 23 percent were continuing their education, with 43 percent of those pursuing master's degrees, 41 percent pursuing professional degrees, and 15 going for doctorates. About 81 percent of those employed are permanently employed, with 60 percent, overall, employed in North Carolina. Unemployment status is also examined in detail. Respondents' ratings of 12 areas of university life show a majority of adequate or good ratings in all areas, with the highest percentage of good ratings for library resources, and the highest percentage of poor ratings for academic advising. Respondents were evenly divided in their feelings that academic standards should be higher and that there was too much emphasis on grades in their classes. The survey results are analyzed according to sex and race of the students responding, and are presented in narrative form with some tables. The survey instrument is included. (MSE)

ED 165 701 HE 011 015

Tirado, Ramon Claudio

Job Reward, Individual Success and Follow-Up Study of the Graduates from the Graduate Studies Department, 1965-1973.

Puerto Rico Univ., Rio Piedras. Coll. of Education.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Oct 78
Grant-EOG-2-2-2B-049
Note-59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Age, Competition, Counselors, Educational Administration, *Educational Benefits, *Education Majors, Followup Studies, *Graduate Study, Graduate Surveys, Guidance Personnel, Higher Education, Institutional Research, *Job Satisfaction, Leadership Qualities, Locus of Control, Motivation, *Participant Satisfaction, Professional Occupations, *Relevance (Education), Research Projects, Secondary Education, Self Actualization, State Universities, Tenure
Identifiers-Education and Work, Puerto Rico, *University of Puerto Rico Rio Pedras

The first followup study of the graduates of the Department of Graduate Studies in Education at the University of Puerto Rico, Rio Pedras campus, was undertaken with seven objectives to determine: the satisfaction of graduates in their present work; the specific preparation provided by the graduate program; whether graduates are working in positions for which they were trained; the satisfaction with formal college training; how job satisfaction is related to individual motivation; the graduates' perception of the reinforcement provided by their jobs; and what information will be most helpful in future student selection and orientation. The conclusions reached are that: (1) the graduate department is efficiently preparing students for work; (2) job security seems more important than competitiveness to Puerto Rican students; (3) the program in secondary education has set clear goals for its students, and the graduates express high satisfaction; (4) administration and supervision seems a very rewarding profession for its graduates, whereas guidance and counseling is less so; (5) there are very few people who are meant to be leaders in their fields, and they could be located by testing; and (6) younger professionals tend to be more internally controlled than older people, and are more willing to take risks and introduce changes. A number of specific recommendations are made for the program. (Author/MSE)

ED 165 702 HE 011 016

Duryea, E. D.

Perceptions of Faculty-Governing Board Relations, 1900-1969.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Pub Date-Sep 78

Note-36p.; An occasional paper

Available from-Department of Education, 479 Baldy Hall, State University of New York, Buffalo, NY 14260

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrator Role, Collective Bargaining, *College Faculty, College Governing Councils, *Educational History, *Governance, *Governing Boards, *Higher Education, Interprofessional Relationship, Labor Unions, Power Structure, Presidents, Teacher Participation, Teacher Role, Trustees, *University Administration

Identifiers-*Board Teacher Relationship

During the twentieth century a movement may be seen toward the delegation of control in college and university governance by governing boards to faculties. By the 1960's, joint effort or shared authority had been achieved on a limited number of campuses, and sought increasingly on others. However, several concomitant developments occurred. The growing recognition of the professoriate's role in governance made necessary an increase in the power of presidents and a broadening of their administrative staffs. In addition, the literature reflects the situations of only a limited number of institutions, especially those that have moved toward shared authority. Finally, collective bargaining has created a new basis for internal relationships, changing perspectives on shared authority. In this decade, relationships between governing boards and the professoriate have reached a juncture with two avenues ahead: one of the traditional commitment to shared authority and the other of unionism and collective bargaining. The academic profession will probably proceed along both routes for the foreseeable future, though they have different implications for the role of governing boards. (Author/MSE)

ED 165 703 HE 011 017

Miller, Robert S. Trujillo, Gregory

A Survey of Academic Suspension Policies and Practices. Report 78-01.

Central Washington Univ., Ellensburg. Testing and Evaluative Services.

Pub Date-Jan 78

Note-37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Failure, *Academic Probation, *Academic Standards, *Administrative Policy, Admission Criteria, Church Related Colleges, *College Faculty, Decision Making, Higher Education, Liberal Arts, Private Colleges, Questionnaires, School Policy, State Colleges, State Universities, Surveys, *Suspension, Teacher Attitudes

Identifiers-United States (Northwest), *United States (Pacific States)

Thirty-three private and public colleges and universities in the Pacific Northwest were surveyed in January 1977 for information about their policies and academic standards, suspension for academic reasons, and reinstatement after suspension. The responses of the 24 respondents, assigned numbers rather than institution titles, are presented here, along with the questionnaire. All but one of the respondents do have some academic standards policy for remaining in school and some system for implementing it. However, there is great variation in readmission practices and statistics. It is concluded that two factors are at work here: the person or persons making readmission decisions, and the students' perception of the process. In the readmission process the faculty is a very important element, and the process is dependent on the disposition of the individual faculty members. (MSE)

Smeltzer, Dennis K.

The Psychophysiological Reactions of Film Viewers While Viewing Selected Cinemagraphic Elements.

Pub Date-Apr 78
Note-19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Communication (Thought Transfer), Film Production, *Film Study, *Media Research, Psycholinguistics, *Psychophysiology, Statistical Analysis, *Visual Literacy
Identifiers-*Filmic Elements, Sequences

This study focused on the psychophysiological reactions of viewers seeing such selected cinemagraphic elements as varying camera distances, tracking shots, panning shots, and zooming shots. Subjects (N 29), randomly selected from introductory speech courses, viewed five films that varied in the presence or absence of the selected filmic elements. While the subject viewed the films, physiological measurements (GSR and respiratory rate) were taken. The subject then completed a semantic differential that measured the subject's perception of production and story-line concepts. A second study, composed of students in graduate level audiovisual courses (N 29), was conducted to replicate the results of the first study. The results of both studies indicated that there were significantly greater psychological responses with production concepts than with story-line concepts. The control film, which was composed of static long shots, was the locus of this variance, and also elicited significantly more physiological responses than the other filmic elements. The results of this study indicate that the absence or presence of certain filmic elements can greatly influence the psychophysiological responses to a film and that changes in the production of a film will have little effect on the comprehension of that film's story. (Author/VT)

ED 165 705 IR 006 268

Ellis, John A.

A Comparative Evaluation of Computer-Managed and Instructor-Managed Instruction.

Pub Date-Mar 78

Note-7p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Comparative Analysis, *Computer Managed Instruction, Cost Effectiveness, *Educational Research, *Individualized Instruction, *Military Training, Statistical Analysis

This study compares an instructor-managed (IMI) and a computer-managed (CMI) version of a modularized, individualized Navy Training course; the main difference between groups was in testing and remediation. Subjects were 240 students enrolled in the Propulsion Engineering School at Great Lakes, Illinois, who were divided into three groups: CMI group, IMI-conventional (students followed normal school procedures and scored their own lesson tests), and IMI-control (instructors scored and remediated lesson tests). Dependent measures included: (1) module test scores for all three conditions, (2) lesson test scores for the IMI-control and CMI conditions, (3) comprehensive test scores for all three conditions, (4) time to complete the course for all three test conditions, and (5) time instructors spent on various activities. A 3 (groups) by 13 (modules) analysis of variance was performed on module test scores. There do not appear to be any major performance differences between the CMI group and the IMI groups. The course completion time data indicate that CMI does result in time savings; CMI also resulted in more free time and less test scoring for instructors. (VT)

ED 165 706 IR 006 269

Jones, Michael C.

TICCIT Applications in Higher Education: Evaluation Results.

Pub Date-Mar 78
Note-27p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, *Computer Assisted Instruction, English Instruction, *Evaluation, *Higher Education, Mathematics, Statistical Analysis, Tables (Data)
Identifiers-Educational Testing Service, *TICCIT Computer System

To assess the impact of TICCIT upon the educational process, the Educational Testing Service (ETS) conducted an evaluation comparing the effects of TICCIT and traditional instruction on community college math and English students during the demonstration period covering the first year and a half of full TICCIT implementation. Data were collected from community colleges in Phoenix, Arizona, and Alexandria, Virginia; observations made after the initial evaluation include those from Brigham Young University. Results show that positive achievement results consistently occurred in both math and English applications. Students in mainline TICCIT English classes scored significantly higher on objective tests of writing skills and also scored better on essay tests than lecture students. In five of the six different math courses in which TICCIT was used, students on TICCIT sored significantly higher on posttests than did their counterparts in lecture sections. The evaluation and subsequent experience with TICCIT has shown that its effect upon students, especially the effect upon completion rates, is very highly dependent upon the environment in which it is implemented. This paper presents an overview of the background and design of TICCIT, a summary of data from the ETS evaluation, and the developer's view of the data and their implications. (Author/VT)

ED 165 707 IR 006 270

Steinberg, Esther R.
Critical Decisions: An Evaluation of a CAI Evaluation.
Pub Date-Mar 78
Contract-DAHC-15-73-C-0077; NSF-C-723
Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Critical Incidents Method, *Evaluation, *Evaluation Methods, Formative Evaluation, Instructional Design
Identifiers-*Instructional Development, *PLATO

This paper describes the non-standard method that was used to evaluate the various processes and procedures employed by more than 20 PLATO courseware development groups and to evaluate this method. The method used was the Flanagan's critical incident technique, modified to include decisions as well as incidents. Sources of information for the evaluation included personal accounts of a number of staff members, interviews with other staff members, and papers and reports. More than 125 case histories of critical incidents or decisions were classified, and the processes and procedures that led to successful, unsuccessful, or equivocal results were analyzed. Discussion of this evaluation method includes its limitations, time requirements, advantages, suggestions for improvement, and its utilization. (VT)

ED 165 708 IR 006 271

Stern, Hervey W.

An Example of the Application of Cost-Effectiveness Techniques in a Computer-Based Study Management System Evaluation.

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Managed Instruction, *Cost Effectiveness, Evaluation, Instructional Design, *Instructional Systems, Military Training, *Resource Allocations

Identifiers-*Instructional Development

This paper considers some of the problems in implementing a cost-effectiveness analysis in training and education, and provides a specific example of an analysis that partially meets the cost-effectiveness analysis requirements. A computer-based study management system (SMS), which was implemented on a limited basis, was evaluated in the context of a Navy technical training school. A logical analysis was conducted of alternative delivery systems representative of the variety of delivery alternatives: minicomputer, time-sharing commercial system, and a microprocessor. Measures of effectiveness discussed included student study time, student attitudes, software development, facilities requirements, and hardware requirements. Cost considerations are mentioned only for hardware systems; other categories of resource requirements remain constant across systems. A cost-effectiveness [illegible] display is recommended for maximizing available information in the most easily interpretable form. (VT)

ED 165 709 IR 006 272

Van Matre, Nick

The Many Uses of Evaluation in the Navy's CMI System.

Pub Date-Mar 78

Note-10p.: Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Managed Instruction, *Course Evaluation, *Evaluation, Instructional Design, Instructional Systems, *Military Training, Student Evaluation

Identifiers-*Instructional Development

This paper describes the multiple evaluation techniques which can be applied to one computer-based instructional system and the ways in which the data may be used. The Navy's Computer Managed Instruction (CMI) System is used as an example to illustrate the application of various evaluation strategies for solving problems associated with delivery system effectiveness, course material comparisons, variations of instructional strategies, and the daily management of instructional progress. Representative data are displayed which illustrate the uses of student data to facilitate the functioning of an operational CMI system. The uses are described on the basis of who actually uses the information for decision-making activities: the instructor, the schools, the system managers, or the instructional materials developer. (VT)

ED 165 710 IR 006 273

Wisher, Robert A.

Improving Language Skills by Computer.
Pub Date-Mar 78
Note-7p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Instructional Systems, *Language Arts, Military Training, Multimedia Instruction, *Reading Skills, *Remedial Instruction, *Writing Skills
Identifiers-*Instructional Development

This paper reviews and illustrates what the computer offers the field of language arts. Two different approaches to computer assisted reading instruction available at the Naval Training Center in San Diego the subskills and the holistic approaches are described. The implications of computer assisted instruction for writing instruction are outlined and several specific approaches are suggested, including one presently in development. It is argued that the computer offers the language arts field a versatile device for evaluating and improving language skills; and that there is even greater potential for future development. (VT)

ED 165 711 IR 006 274

Wilson, James H. Paden, Elaine P.

The Effects of Drill Structure on Learning in Phonetics Lessons.

Pub Date-Mar 78

Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072 ; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Educational Research, Higher Education, *Instructional Design, *Intermode Differences, *Phonetic Transcription

Identifiers-*PLATO

This study investigated the advantages and disadvantages of different forms of drills as used in computer assisted instruction (CAI) lessons in phonetic transcription. Subjects (N 44) were students in a course in general phonetics at the University of Illinois. Measurements of student learning, student attitude, and time required for completion were considered for drills constructed with and without specific rehearsal of items initially missed. Time spent by students in exploratory and quiz sections of the lessons was also recorded. Results affirm that programming lessons to train the students by providing extra practice on their problem areas is educationally sound, and indicate that the extra time involved in the lesson design is worthwhile in terms of student learning and attitude. (Author/VT)

ED 165 712 IR 006 275

Weaver, Tamar A.
On-Line Data in CBE.
Pub Date-Mar 78
Contract-DAHC-15-73-C-0077; NSF-C-723
Note-16p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Educational Research, Instructional Design, Junior College Students, Junior High School Students, *On Line Systems, *Statistical Analysis
Identifiers-*PLATO IV

The objectives of this study were to find ways to use online data for Computer Based Education (CBE) lesson development and evaluation, to find correlation with off-line data, and to find limitations in the use of online data. Lessons in mathematics, biology, accounting, and chemistry were given on PLATO to community college and some high school students. Measures like percent of questions answered correctly on the first try, or ratio of wrong answers to the number of questions, were computed for each student. These measurements were compared among the classes that studied the same lessons. Observation in classes helped in judging whether the data were reasonable. Lessons that showed low performance were changed and the new data were looked at to find a reflection of these changes. Graphic representations of various lesson and student data were generated to help in the comparison. Off-line test scores were correlated with online data and stepwise multiple regression performed. Except in cases of very special lesson programming, it was found that online data can be a useful tool to follow and evaluate lesson development; the few exceptions can be corrected. (Author/VT)

ED 165 713 IR 006 276

Magidson, Errol M.
The Impact of an "Out-of-Class" CBI Program.
Pub Date-Mar 78
Note-20p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Colleges, *Computer Assisted Instruction, *Course Evaluation, *Student Attitudes, Tables (Data), *Teacher Attitudes
Identifiers-*PLATO

This study was conducted to determine the impact of a change from primarily scheduled class usage of computer-based instruction (CBI) to primarily free period usage at the City Colleges of Chicago. This change resulted from an interpretation of funding guidelines that CBI was to be offered as a supportive service on a supplementary basis. Several strategies were used to facilitate a smooth transition which would minimize adverse effects on the overall amount of usage, student achievement, and student attitudes: (1) faculty who had used Plato previously were informed of the change on a personal basis, as well as by letter; (2) faculty involvement in CBI was strongly encouraged; and (3) an hourly schedule was prepared each week with subject listings arranged to help ensure that students wanting to study a particular subject would be given some priority. PLATO usage data collected both before and after the policy change were analyzed. A comparison was made of student attitudes towards CBI as shown on surveys administered before and after the policy change; faculty attitudes were solicited by questionnaire and by interview. Despite the lack of computer lesson space during prime-time usage and the short notice, the policy change was carried out successfully. (VT)

ED 165 714 IR 006 277

Kemp, Lawrence B. And Others
Types of Student Feedback in Physical Diagnosis Lessons.
Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Clinical Diagnosis, *Computer Assisted Instruction, Correlation, *Feedback, *Instructional Design, *Medical Education
Identifiers-*PLATO

Different feedback formats were utilized on a series of computer assisted lessons on physical diagnosis for second year medical students. Each lesson in the series is broken down into four or five major sections; in each section, the student is presented with a list of possible actions to be taken. On each item, three forms of feedback, two of which are generated by the computer, are received. The first type of feedback is ranking the items on the list in the order in which the student would do them; this rating is then compared with that of the author and his peers. A correlation coefficient is obtained for each comparison. The second feedback component is that of the ``good/bad'' judgment. The student is asked on each entry in the list whether he feels a particular action is appropriate; his response is immediately compared with the author's and he is informed of the result. The final and more personalized form of feedback is a short essay in which the student gives his opinion on the action. These essays are then stored, and later printed out for the instructor to read, review, and comment on. Although very limited student feedback was available, generally the students liked the instructional design feedback features. (VT)

ED 165 715 IR 006 279

Sachon, Michael W. Copeland, Gary E.

ODU-CAUSE: Computer Based Learning Lab.

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Graphics, *Computer Managed Instruction, Instructional Design, *Instructional Systems, *Learning Laboratories, Management, Universities

This paper describes the Computer Based Learning Lab (CBLL) at Old Dominion University (ODU) as a component of the ODU-Comprehensive Assistance to Undergraduate Science Education (CAUSE) Project. Emphasis is directed to the structure and management of the facility and to the software under development by the staff. Serving the ODU-CAUSE User Group with respect to their programming needs is a predominate role of the CBLL. Other functions are briefly described, e.g., serving as a university-wide resource center for educational computing, implementing computer graphics as an educational resource, and providing computer facilities for other university users. It is explained that, although a comprehensive utilization study has not yet been undertaken, the reaction of faculty who have used the system has been favorable. Samples of files are provided to illustrate the flexibility and functional structure of the Computer Managed Instruction (CMI) system, e.g., adding a set of scores from a machine scored test, adding a set of scores from terminal input, creating a histogram of the first test, and modifying a student record in the roll file. (VT)

ED 165 716 IR 006 280

Lahey, George F.

Learner Control of Computer-Based Instruction: A Comparison to Guided Instruction.

Pub Date-Mar 78

Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Educational Research, *Instructional Design, Literature Reviews, Statistical Analysis, Technical Education, Training

Identifiers-*Learner Control

The effects of learner control in Computer Based Instruction (CBI) were compared to learner control with advice as to what content to see next, and to programmed control. Students in training at the Basic Electricity/Electronics School, Service Command, Naval Training Center, San Diego, served as subjects in this study. Materials used were four lessons on using a multimeter. Students were assigned randomly to one of three treatment modes: learner control (student is free to choose individual lesson segments and content within lesson segments without restrictions on the order in which he sees individual materials or on

how often he sees them); learner control with guidance (used an unobtrusive arrow superimposed on the lesson index or content choice page to recommend which lesson segment or lesson content the student should select next); or programmed control (imposed the same guidance parameters prescribed for the guided group but without choice). There was no significant difference in performance among the three groups. Following completion of the lessons, each student was asked to fill in an attitude questionnaire; there was no significant difference in the attitude towards CBI as a result of the different treatments. (VT)

ED 165 717 IR 006 281

Uffelman, Robert L.

Computer Assisted Testing at the Education Resource Center.

Pub Date-Mar 78

Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072 ; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Higher Education, *Instructional Design, Item Analysis, Systems Development, *Testing

Identifiers-*Computer Assisted Testing

The development of the Computer Assisted Testing (CAT) System at the University of Delaware is described. The introduction presents the background leading up to interactive terminal testing in 1973. Documentation for the system includes CAT System programs, format of questions for constructing test item pools, format for entering class lists, testing conditions for terminal tests, sample hard copy test, sample student record, sample anonymous student suggestions, and sample item analysis report. Results of using the CAT System are mentioned briefly. (VT)

ED 165 718 IR 006 282

Goldberg, Leonard M. Rubin, Frank S.
TICCITPub Date-Mar 78
Note-13p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see ED 160 072
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Bibliographies, *Computer Assisted Instruction, *Deaf Education, *Instructional Systems, Resource Allocations, *Secondary Schools, Systems Development
Identifiers-Computer Software, *TICCIT Computer System

This paper provides a current status report of the operational capability and use of the Time-shared, Interactive, Computer Controlled, Information Television (TICCIT)π10 system at the Model Secondary School for the Deaf (MSSD), Gallaudet College, Washington, D.C. TICCITπ10 is a version of the TICCIT system, which was modified to meet the needs of the MSSD. Certain features were added; the resulting system was then linked to a larger computer (DEC-10) on the Gallaudet campus. Included in this report are the mission statement and objectives, staffing considerations, the system's configuration status, software status, and the dissemination effort. A selected bibliography presents recommended reading for more detailed information about TICCIT or TICCITπ10. (VT)

CABOODLE: Project Progress Reports and Descriptions.

Southwest Texas Public Broadcasting Council, Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date-78
Contract-300-77-00465
Note-96p.; Parts may not reproduce clearly
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Aesthetic Education, Art Appreciation, *Art Education, *Cultural Awareness, Dance, Dramatics, *Educational Television, Elementary Education, Formative Evaluation, *Primary Education, *Programing (Broadcast)

CABOODLE, an arts and humanities television series designed to introduce the elements of the arts as seen in painting, sculpture, architecture, music, dance, and drama to primary age children (K-3), consists of 13 fifteen-minute programs and an introductory program for teachers. Each program is an electronic field trip to help the teacher stimulate children's perception, exploration, and valuing. Included in this document are progress reports, project schedules, a survey of the literature, reports on the parents group, financial accounting reports, a schedule for CABOODLE pilots, a description of the program, lesson plan rationale, manuscripts for the first three segments of the program, and transcripts from meetings of the CABOODLE review board and curriculum design consultants. Formative evaluation methods are also outlined. (JEG)

ED 165 720 IR 006 459

Shapero, Albert And Others

The Effective Use of Scientific and Technical Information in Industrial and Non-Profit Settings: A Study of Managerial Interventions.

Texas Univ., Austin.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-Jun 78
Grant-SIS75-12725
Note-219p.; Some diagrams are minimally legible

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Administrator Role, Communication (Thought Transfer), *Industry, *Information Dissemination, Information Needs, Literature Reviews, Nonprofit Organizations, Professional Personnel, Questionnaires, *Research and Development Centers, Research Methodology, Tables (Data)
Identifiers-*Scientific and Technical Information

A study conducted in a non profit research and development organization and the technical development department of a profit corporation was designed to develop and implement interventions that would modify the information-communication behaviors of the technical professionals in these organizations, and to measure and analyze the effects of the interventions undertaken. Special features of the methodology include an STI user view which emphasizes a market-centered approach based upon the wants and predilections of the real-world users, as opposed to the technology centered viewpoint which attempts to push user acceptance and usage of available technologies; a design perspective rather than a science research perspective; and field studies employing interventions which are measured longitudinally in two different organizational contexts. The four interventions studied include the hiring of a ``high communicator'' the individual who tends the gates of technical information flow within an organization; the rearrangement of offices and people within a department; the resignation of a ``high communicator''; and the progress of individual projects through time. Findings suggest a need for a close look at the ``high communicator'' concept to account for the professionals' individual differences in function and style, as well as differences encountered over time. The self time study method is suggested as one fruitful means of providing some measurement of process which is necessary to further understand the phenomena. (Author/MBR)

ED 165 721 IR 006 462

Hawkins, Harold L. And Others
Time-Sharing Is Not a Unitary Ability. Technical Report No. 2.
Oregon Univ., Eugene. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-30 Jun 78
Contract-N0014-77-C-0643
Note-37p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Complexity Level, *Information Processing, *Predictor Variables, Reaction Time, *Reactive Behavior, *Skill Analysis, Statistical Analysis, Task Performance, *Time Sharing

Three experiments were undertaken to examine the processing limitations that underlie multiple task performance and, ultimately, to test the theory that there exists a time-sharing ability which is general and can be assessed through the simultaneous presentation of any two or more sufficiently demanding tasks. Subjects were males and/or females chosen from the University of Oregon paid subject pool. Analysis of variance and Fishers least significant difference test were used to assess results. It was concluded that time-sharing is not a single general ability, but rather is dependent upon several more specific, and perhaps independent, processing limitations. These include: (1) an inability early in practice to simultaneously select, or retrieve, multiple responses from memory; (2) a persisting inability to initiate multiple independent responses simultaneously; (3) an inability to efficiently process contiguous inputs from separate modalities owing to the need for a modality-specific attentional focus; and (4) an inability to efficiently process multiple inputs from within the same modality owing to the existence of structural interference. It is suggested that the prediction of performance on complex criterion task combinations requires specification of which of these component abilities is required by the criterion situations, and the tailoring or predictor tasks based on this specification. (Author/CWM)

ED 165 722 IR 006 487

Weintraub, D. Kathryn
Review of Corporate Headings'' by Eva Verona.
Pub Date-Feb 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cataloging, *Change Strategies, Classification, *Indexing, Library Standards, *Literature Reviews

Recommendations for the choice of corporate authorship and the form of corporate name are proposed as bases for international agreement in this area of cataloging. These recommendations are based on three assumptions: (1) that main entries are necessary and important; (2) that choice between conflicting alternatives should be to select that alternative which would lead to cataloging consistency between agencies; and (3) that a compromise interpretation should be based on a sound theoretical foundation. However, the first assumption is less valid given the development of online systems which make maintenance of several types of indexes and entries possible. The second would sacrifice user convenience, therefore economy of method would be determined by weighing consistency against convenience. The third assumption is the most promising as inconsistencies are identified and analyzed. Proposed guidelines for corporate authorship would shift large numbers of entries for corporate bodies to entries under the title proper, emphasizing the use of alphabetical finding lists and helping the user find known publications. Innovations recommended for the form of corporate names would affect the style and the sequence of elements in the heading. These changes are intended to increase consistency in choice of headings at the international level and standardize punctuation. The recommendations proposed by Verona are clear and could simplify the life of both user and cataloger; however, to determine effectiveness, the theory should be tested before implementation. (CWM)

ED 165 723 IR 006 498

Benson, Nancy Dollahite
A Study of Acquisitions and Processing Costs in a Small Public Library.
Pub Date-20 May 78
Note-109p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Cost Effectiveness, Costs, Flow Charts, Library Automation, *Library Networks, Library Research, *Library Technical Processes, Literature Reviews, Management, *Public Libraries, Records (Forms), Research, Tables (Data)

A study was conducted to determine whether the acquisitions and processing services available to Neill Public Library in Pullman as a cooperative member of the Washington Library Network would be more cost effective than in-house acquisitions and processing operations. The relevant literature is reviewed and descriptions of work studies in acquisitions, cataloging, and processing done over a period of several months at the library are provided, including a three-month check on the time required to move a book from its unpacking to the circulation shelf. Flow charts for the individual processors and a model processing flow chart were developed. Questions of the comparative quality of in-house and network processing were investigated through observation and interviews. Tables and graphs present information on the efficiency of acquisition and processing as it is done at Neill Library, its use of volunteers as a factor in keeping costs down, processing times for special requests and regular books, and times and costs per volume at the library and through the network. Results indicate lower cost and higher quality exist through the in-house system, and recommendations focus on improving in-house procedures rather than joining the network. A bibliography and several appendices are included. (MBR)

ED 165 724 IR 006 500

EVIST Resource Directory. A Directory of Programs and Courses in the Field of Ethics and Values in Science and Technology.

American Association for the Advancement of Science, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Note-212p.; Survey questionnaire is minimally legible
Available from-American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (Free)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-*Courses, Directories, *Ethics, Higher Education, *Programs, Questionnaires, *Sciences, *Technology, *Values
Identifiers-Ethics and Values in Science and Technology

This directory lists programs and courses with an EVIST orientation, and other programs and courses related to EVIST as compiled from 2,000 questionnaires sent to educational institutions in all 50 states. EVIST-oriented programs are listed alphabetically by name of institution under two general categories: science, technology, and human values; and biomedical concerns. Programs are numbered sequentially, and for each the program name, institutional affiliation and address, program director, program description, affiliated courses, and program details are given, including the program scope, audience, date of initiation, and funding sources. EVIST-oriented courses are listed alphabetically by title under science, technology, and human values; environmental concerns; health care, behavioral, and life sciences; industry, commerce, and society; and public policy-making. For each course, the course title, name of instructor and department affiliation, institution and address, cross references to EVIST programs, course description, and other details are given. Programs and courses related to EVIST are listed alphabetically by title or program under science, technology, and society; environmental concerns; health care; and contemporary moral and ethical problems. For programs, the director's name, department, and institution are given; for courses, the department and institution are provided. (Author/MBR)

ED 165 725 IR 006 502

Reese, Gary Fuller
Specialized Collections in Libraries in Washington State. A List of Specialized Holdings, Indexes, and Interlibrary Loan Policies Compiled.
Tacoma Public Library, Wash.
Pub Date-Jun 75
Note-80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Indexes (Locaters), *Interlibrary Loans, Libraries, *Library Collections, *Library Guides, Policy
Identifiers-*Washington

This guide, compiled to assist interlibrary loan and reference staffs in finding special holdings of libraries in the state of Washington, is divided into several sections. Institutions responding to the special collections information request are listed alphabetically in one section, with each entry containing institution address and phone number, and a list of its special collections. Special indexes held by the various libraries are listed by subject and their location(s) are indicated. Individual collections are described in more detail in a subject listing, including policies and location. The final section outlines interlibrary loan policies for the University of Washington, Washington State Library, Seattle Public Library, and the Tacoma Public Library. (MBR)

ED 165 726 IR 006 512

Kaske, Neal K.

A Report on the Level and Rate of Book Theft from the Main Stacks of the Doe Library at the University of California, Berkeley.

California Univ., Berkeley. Univ. Libraries.

Pub Date-Mar 77

Note-70p.; For related documents, see IR 006 513 and ED 129 234

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Book Thefts, Charts, Costs, Facility Inventory, *Library Collections, *Library Research, Records (Forms), *Research Methodology, Research Problems, Research Proposals, Tables (Data), *University Libraries

In order to determine the extent of loss due to theft of books and bound journals from the main stacks of Doe Library, three types of inventories were conducted: a volume count, an item-by-item inventory of the D-classed materials, and three sample inventories. Depending on certain assumptions, the results show that losses could range as high as 4.48 percent and that there is strong evidence of an increasing rate of theft. Recommendations for improving methodology in a proposed follow-up to this study are provided, as well as tables presenting the collected data. Appended are the results of the loan department service survey, a draft proposal for measuring the level of theft from the main stacks of Doe Library, and the code book for those who desire to obtain in machine-readable form the data collected in the sample inventories. (JD)

ED 165 727 IR 006 513

Kaske, Neal K.

A Study of Book Detection Systems Effectiveness and the Levels of Missing Materials at the University of California, Berkeley.

California Univ., Berkeley. Univ. Libraries.

Pub Date-Jan 78
Note-81p.; For related documents, see IR 006 512 and ED 129 234
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Book Thefts, Costs, Facility Inventory, Library Circulation, *Library Collections, *Library Research, Mathematical Models, Records (Forms), *Research Methodology, Scheduling, Statistical Analysis, Tables (Data), *University Libraries
Identifiers-Book Security Systems

A number of sample inventories were conducted to measure the effectiveness of the Tattle-Tape book detection systems used in the Moffitt Undergraduate Library and the General Reference Services area of Doe Library, and to establish baseline data for missing materials in four branch libraries (Education-Psychology, Engineering, Environmental Design, Graduate Social Sciences). The utilization made of these collections was also assessed, and additional useful information regarding missing materials from these and other collections was gathered. Data tables present the levels of missing materials for each collection studied, profiles of each collection, collection utilization statistics, and specific inventories of each collection. Appended are the code book for the Statistical Package for Social Sciences (SPSS), which was used to analyze the data; search forms for each branch; instructions for diagnostics and searchers; the inventory coding form and code book for Education-Psychology; the 1974 inventory of the Moffitt Library; the 1976 and 1977 inventories of the General Reference Services collection at Doe Library; and a task chart and schedules for the project. (JD)

ED 165 728 IR 006 520

Forer, Anne-Marie Zajac, Mary

Library Services to the Mentally Retarded.

Pennsylvania State Library, Harrisburg.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bibliographies, Clearinghouses, Instructional Media, Library Material Selection, *Library Role, *Library Services, *Mainstreaming, *Mentally Handicapped, *Public Libraries

The L.I.F.E. (Learning Is for Everyone) project conducted by the Altoona Public Library from September 1975 to June 1977 sought to increase library services for the mentally handicapped of all ages. The L.I.F.E. collection of instructional materials includes toys, games, puzzles, books, magazines, records, multimedia kits, films, and conventional print materials for the mildly to profoundly retarded as well as a resource collection for parents, teachers, advocates, and the general public. Specific programs include films and discussion groups for parents, story hours, films, dramatics, hobby clubs, and holiday events for retarded patrons, and special programs for children and young adults which attempt to foster understanding of their retarded peers. As a result of the experiences in the planning and operation of these programs, suggestions for the development of similar programs are presented along with media selection criteria and a listing of resource agencies and specific instructional materials. (JVP)

ED 165 729 IR 006 544

People Need Libraries.

Queens Borough Public Library, Jamaica, N.Y.

Pub Date-77

Note-19p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Personnel, Annual Reports, *Community Benefits, Comparative Statistics, Directories, Federal Aid, Financial Support, Library Acquisition, Library Circulation, *Library Expenditures, Library Programs, *Library Services, *Public Libraries, State Aid

Identifiers-*Queens Borough Public Library

This annual report of the Queens Borough Public Library for 1976-77 focuses on the cooperative efforts it employed to maximize its services in the face of New York City's fiscal crisis. Though the staff was reduced by nearly 28 percent and hours were decreased by nearly 44 percent, circulation and reference statistics show only a 7 percent cut-back. Comparative statistics for 1976-77 and 1975-76 for receipts and expenditures, materials lent home for use, and reference assistance are presented, as well as new services that the library was able to provide with the help of state and federal grants: Free Bus to the Library, Literacy Volunteers, Higher Education Library Advisory Service (HELAS), New Americans Project, Job Information Service, and Community Information Center Referral Services. Special Features, such as Mail-A-Book Service, Oral History Tapes, Borrow-A-Picture Program, Associated Press Wire Service, Sunday Service at the Central Library, and Library Service to Prisoners, are also described. A directory of the branch libraries and a list of administrative personnel for Central Library are included. (JD)

ED 165 730 IR 006 556

Regan, Muriel Zimmerman, H. Neil

Computerized Periodical Systems in Two Small Special Libraries.

Pub Date-13 Jun 78
Note-38p.; Paper presented at the Annual Meeting of the Special Libraries Association (Kansas City, Missouri, June 1978) ; Parts may be marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Information Storage, *Library Automation, Methods, *Periodicals, *Recordkeeping, Records (Forms), *Special Libraries, Speeches
Identifiers-Selective Dissemination of Information

This paper describes how two small non-profit libraries successfully computerized their periodical record and routing systems. The steps required in gaining acceptance of the idea, planning, designing, installing, and perfecting each system are included. The Population Council library, whose clerical staff was formerly responsible for manually routing periodicals to library staff, designed a program where the computer actually printed three types of routing slips, matching the existing system. Journals were routed in three ways: (1) to a particular staff member for a check of contents for possible abstracting for the Population Council's monthly publication; (2) contents' pages of journals to a large number of staff for check to see if any wanted to see the entire issue; and (3) the journal itself to all those interested in seeing every issue, regardless of content. The Rockefeller Foundation Library's system has the capability of producing on-demand lists of titles received, in alphabetical order, by subject, with holdings; lists of titles received arranged by the individual who saw them; and lists of titles needing renewal in the upcoming month. (MBR)

UNESCO Regional Office for Education in Asia and Oceania. Library Accessions List No. 50. July-December 1977.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Report No.-BKD/78/RHM/214-700
Pub Date-78
Note-52p.; For related document, see IR 006 558
Language-English; French
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Audiovisual Aids, *Bibliographies, Foreign Language Books, International Organizations, *Library Collections, Publications
Identifiers-UNESCO

This bibliography in English and French lists all foreign language and English materials accessioned by this UNESCO office from July through December 1977. Entries are broadly grouped under geographic areas which denote world region covered by the publications. Headings include: general and international; Asia; developing countries; Africa; Latin America and the Caribbean; North America; the Arab States; and Europe. Each entry under these headings is listed alphabetically by author, and includes title, publisher, publication place and date, number of pages, and call number. (MBR)

Periodicals of Asia and Oceania: A Selected List of Titles Received and Their Contents No. 50. July-December 1977.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Report No.-BKL/78/RHRT/244-600

Pub Date-78

Note-57p.; For related document, see IR 006 557

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Bibliographies, International Organizations, Library Collections, *Newsletters, *Periodicals

Identifiers-UNESCO

Periodicals accessioned from July through December 1977 from Asia and Oceania by the UNESCO Regional Office in Asia and Oceania are listed alphabetically by title. Entries also include publisher name and address, and the number and date of each issue received along with the table of contents. Publications from Asia, Australia, Bangladesh, Hong Kong, India, Indonesia, Iran, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, and Thailand are included. (MBR)

Academic Library Statistics, Fall 1976 and Fall 1977. Report No. 12-78.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date-May 78
Note-101p.; For related documents, see ED 082 791, ED 129 225 and ED 134 196-197
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Libraries, Interlibrary Loans, Library Circulation, Library Collections, Library Expenditures, Salaries, State Libraries, *Statistical Data, Tables (Data), Trend Analysis
Identifiers-*New York

This report consists of the responses of the institutions of the State University of New York to the library questionnaires of the Education Division of the U.S. Department of Health, Education, and Welfare, and the New York State Education Department, for fall 1976 and fall 1977. It includes data on library collections, staff, operating expenditures, and the developmental areas of library loans, transactions, and mean salary of full time library staff. Additional data regarding trends for fall 1975 through fall 1977 are also included. (Author/MBR)

ED 165 734 IR 006 560

Ragsdale, Betty M. And Others

Henry County and the Public Library: Report of a Self-Study by the Blue Ridge Regional Library.

Pub Date-77

Note-126p.; For related document, see ED 161 439 ; Not available in hard copy due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Budgets, *Community Characteristics, Data Analysis, Demography, *Information Needs, Library Collections, Library Facilities, *Library Planning, Library Services, *Organizational Effectiveness, *Public Libraries, Questionnaires

Identifiers-Community Analysis Research Institute, University of Denver

An in-depth examination of Henry County and the Blue Ridge Regional Library in Virginia was conducted to assess the effectiveness, needs, and objectives of the library. Included are a brief history of Henry County, its physical, social, and economic characteristics and projections, and an evaluation of district census data. A detailed description of the library's history, facilities, services, financial resources, and collections is also presented, followed by conclusions and recommendations. These include more emphasis on public relations with community organizations; an increased use of media for senior citizens of low educational achievement; increased bookmobile service; continual reassessment of acquisitions policy to achieve balance in the collection according to educational and economic background of the population; and the need for a larger headquarters facility. Numerous maps, charts, and tables are integrated throughout the report. (Author/MBR)

ED 165 735 IR 006 563

State of Alabama: Alabama Public Library Service. Annual Report, 1977.
Alabama Public Library Service, Montgomery.
Pub Date-Mar 78
Note-29p.; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Annual Reports, Government Publications, *Library Collections, *Library Services, *Public Libraries, State Programs, *Statistical Data

Presented in a new format which makes possible statistical analysis and comparison, this annual report includes summaries of special services, as well as statistical reports and studies on public and regional libraries, and two library directories. Special services include long range programs, state aid, the Library Services and Construction Act, library automation, interlibrary cooperation, library development, library services for the blind and physically handicapped, continuing education, and the summer reading program. The 180 public and 24 regional public libraries are analyzed by population, hours open, staff, resources, circulation, and finances. A directory of public libraries with addresses, librarians, and board chairmen is listed alphabetically by city; regional libraries are listed by region number with the address, director, county, and members provided for each one. (JVP)

ED 165 736 IR 006 566

Stinson, E. Ray Mueller, Dorothy A.

Survey of Health Professionals' Information Habits and Needs Through Personal Interviews.

Alabama Univ., Birmingham. Medical Center.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.

Pub Date-Jul 78

Contract-N01-CN-55231

Note-44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Health Personnel, Information Seeking, *Information Sources, Information Systems, Interviews, Medical Research, Needs Assessment, *Professional Continuing Education, Surveys

The first of three phases of a project to develop a Comprehensive Integrated Cancer Information System (CICIS) consisted of a survey which was conducted through personal interviews with 402 Alabama health professionals to determine their sources of health information. Type of practice, location of practice, age, size of hospital, and specialty seem to influence source, as well as environment here defined as rural, semi-urban, or urban. The findings show that medical literature is the most common source, both solicited and unsolicited. Other sources include talks with colleagues, local meetings, state meetings, national meetings, and continuing education courses. (JVP)

ED 165 737 IR 006 574

Tenopir, Carol Cibbarelli, Pamela

An Environmental Library System.

Pub Date-78
Note-23p.; Paper presented at the annual meeting of the Special Libraries Association (Kansas City, Missouri, June 1978); Some figures are of minimal legibility
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Environment, Federal Government, *Government Libraries, *Information Systems, *Library Planning, Manuals, Research Libraries, Special Libraries

An environmental library system (ELS) for the United States Department of Housing and Urban Development has been developed and installed in six HUD offices to bring together all nationwide and local environmental source materials in an information system with comprehensive cataloging and computer-assisted access. The accompanying manuals indicating how to use the various sources needed to answer environmental questions comprise one of the basic elements of the system, which also includes question guides, the collection itself, and a card catalog. (Author/JVP)

ED 165 738 IR 006 575

Tenopir, Carol
Total Information Centers.
Pub Date-78
Note-12p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Houston, Texas, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Business, *Information Centers, Information Systems, Library Administration, *Library Role, *Library Services, Special Libraries

Many small and medium-sized companies see a library as a luxury they cannot afford. They may have room set aside with a small collection of books, periodicals or reports, yet the use of this often unsupervised storage system is minimal at best. These same companies, however, usually place great importance on maintenance of and access to correspondence and job files; on referral to and modification of engineering and architectural drawings; on creation and organization of public relations slide presentations; and on referral to company generated reports. A comprehensive information center with professional retrieval systems, clear organization, collection control, and knowledgeable help in locating and utilizing all materials, can be a critical financial resource and active focal point in the small or medium-sized company. (Author/JVP)

ED 165 739 IR 006 576

An Overview of State Dissemination Activities.

Central Midwestern Regional Educational Lab., St. Ann, Mo.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Government Publications, *Information Centers, *Information Dissemination, Information Networks, State of the Art Reviews, *State Programs, *Statewide Planning

This overview of information dissemination describes activities in the 33 states serviced by The Appalachia Educational Laboratory, CEMREL, Inc., Northwest Regional Educational Laboratory, Research for Better Schools, Inc., and the Southwest Educational Development Laboratory. The programs discussed include state dissemination plans and structures, state dissemination resource bases, state linkage systems, and state dissemination needs. A list of major federally supported programs, a summary of dissemination activities, a guideline for collecting dissemination information, and a glossary of terms are appended. (JVP)

ED 165 740 IR 006 602

Lutz, John E. And Others

An Analysis of a Computerized System for Managing Curriculum Decisions and Tracking Student Progress in a Home-Based Pre-School Education Project.

Pub Date-Apr 78

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bibliographies, *Computer Managed Instruction, Data Collection, Educational Objectives, Expenditure Per Student, Federal Legislation, *Handicapped Children, *Home Programs, Individualized Instruction, Parent Child Relationship, *Preschool Education, Program Evaluation, *Student Development, Tables (Data), Tests

Identifiers-*Child Based Information System

The degree of success of the computerized Child-Based Information System (CBIS) was analyzed in two areas presenting, delivering, and managing a developmental curriculum; and recording, filing, and monitoring child tracking data, including requirements for Individualized Education Plans (IEP's). Preschool handicapped and high-risk children and their mothers participated in a home-based tutoring program, and the developmental growth of the children was measured with the Peabody Picture Vocabulary Test (PPVT), the Boehm Test of Basic Concepts (BTBC), and the Memphis Comprehensive Developmental Scale (MCDS), while the Maternal Teaching Style Research Instrument (MTSRI) was used to compare mothers and their behavior prior to and following home intervention. Analysis of data from the group using the

computerized management information system and two control groups using part or none of it showed that CBIS not only led to better identification of relevant objectives for individual children and to their increased achievement, but reduced administrative costs. CBIS appears to exceed the mandate of recent federal legislation (P.L. 94-142) requiring appropriate and individualized instruction for the exceptional child. (JD)

ED 165 741 IR 006 609

Michigan State University Computer Laboratory, Annual Report, 1976-1977.
Michigan State Univ., East Lansing. Computer Laboratory.
Pub Date-77
Note-103p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Annual Reports, *Computers, *Operations Research, *Systems Analysis

The Computer Laboratory, founded in 1956, provides instructional and research computing services to the students, faculty, and staff at Michigan State University; this report reviews the activities and summarizes usage of its services during the 1976-1977 fiscal year. The organizational structure is charted, facilities and services are detailed, and financial documentation is provided. Activities are reported in the areas of systems development, user information support, applications programming, and engineering services. Appendices include information on the computer advisory committee and subcommittees, an extensive analysis of computer usage, and computer service rates. (RAO)

Mitchell, Kabby, Jr.

Preparing Computerized ERIC Search Statements: A Self Instructional Learning Package.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Grant-NIE-R-760027
Note-33p.; Parts may be marginally legible due to small print
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($2.00 plus $0.50 postage)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Autoinstructional Aids, Graduate Students, *Learning Modules, *Search Strategies, Subject Index Terms
Identifiers-*Computer Searches, *ERIC

This is a self-instructional learning package designed to teach skills needed to improve computer searches of the ERIC data base. This is done by the generation of appropriate terms, or descriptors, related to population concepts, action concepts, and curriculum concepts. It is asserted that if a learner can identify the three selected descriptor categories and arrange these descriptors in the format presented, improved ERIC computer search statements will result. This learning package is intended for use primarily by graduate students in education; it is to be used in conjunction with the Thesaurus of ERIC Descriptors, 7th Edition. (VT)

ED 165 743 IR 006 627

Prentice, Ann E. Connor, Jean L.

Library Service Now in New York State: A Background Paper Prepared for the Governor's Commission on Libraries. Some People Say...

State Univ. of New York, Albany. School of Library Science.

Pub Date-78

Note-131p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Bibliographies, Blind, Federal Legislation, Financial Support, Interlibrary Loans, Libraries, Library Automation, Library Cooperation, Library Education, *Library Networks, Library Planning, Library Programs, *Library Services, Maps, Physically Handicapped, State Legislation, *State of the Art Reviews, Statistics, Tables (Data)

Identifiers-Library Services and Construction Act, *New York, New York State Interlibrary Loan Network, Ohio College Library Center, Reference and Research Library Resources Program

Prepared as a background paper for the Governor's Conference on Libraries in June 1978, this document presents a summary of what is known (or not known) about the library 'picture' in New York State. This picture is sketched in an overview, and then specific areas are colored in. Information on each type of library school, public, academic, institutional, and special is provided with supportive statistics describing such aspects as resources and uses, financial support, and staff. Services for the blind and physically handicapped are presented, as well as those provided by library systems and networks (other than public) which exist within New York or to which state libraries belong. Library functions at the state level, followed by a brief discussion of library education in the state, conclude the report. Appendices include maps of the state library systems; statistical tables which summarize data on New York's public libraries, elementary and secondary enrollment and expenditures, college and university enrollment, and federal aid to education; state and federal legislation relating to libraries; and a bibliography. As an additional tool for the delegates to the Conference, a section of statements for discussion and study has been attached. (JD)

ED 165 744 IR 006 662

Price, Robert D.

Preparing Instructional Developers for the Initial Client Conference.

Pub Date-18 Apr 78

Note-54p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, *Consultants, *Instructional Design, *Interaction Process Analysis, *Interprofessional Relationship, Literature Reviews, Models, *Skills, Training

Identifiers-*Instructional Developers

This paper examines the principles and concepts of several different processes and models of professional-client interaction in the initial face to face interview Davies' approach, Silber's model, Shein's process consultation model, Havelock's change agent model, medical problem solving processes, and counseling processes. Conclusions drawn from a recent research project, which used a content analysis method to identify and categorize behaviors of professional instructional developers in the initial interview, are presented. It is suggested that instructional developers should master certain consultation competencies, which are identified from the literature and research, and some methods for training in these competency areas are proposed. (VT)

ED 165 745 IR 006 676

Palmour, Vernon E. And Others

Costs of Owning, Borrowing, and Disposing of Periodical Publications.

Public Research Inst., Arlington, Va.

Spons Agency-National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.

Pub Date-Oct 77

Contract-A76-229

Note-72p.; Parts marginally legible due to print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, Computer Programs, *Cost Effectiveness, Graphs, *Libraries, *Library Acquisition, *Mathematical Models, *Periodicals, Records (Forms), Research Methodology, Surveys, Tables (Data)

Identifiers-APL Programing Language

Working from the premise that for any given periodical title there is some frequency of use at which it becomes cheaper for a library to acquire the publication than to borrow it, this report presents a mathematical model for estimating the costs of options associated with acquiring periodicals. Cost elements included in the model are initial cost, annual recurring cost, internal use cost, internal borrowing cost, external borrowing cost, storage cost, disposition (weeding) cost, and subscription cost. The report shows how, given these variables, the model can determine the crossover or breakeven point at which the cost of borrowing equals the cost of owning. Appendices include a detailed derivation of the cost model and the associated computer program written in APL, details concerning the cost surveys, and results generated from the model helpful in answering questions concerning the acquisition, maintenance, and discarding of back issues of periodicals. (JD)

ED 165 746 IR 006 677

Fry, Bernard M. And Others

Scholarly and Research Journals: Survey of Publisher Practices and Present Attitudes on Authorized Journal Article Copying and Licensing. Analysis of Returns to Questionnaires Developed by and Distributed for the National Commission on New Technological Uses of Copyrighted Works (CONTU).

Indiana Univ., Bloomington. Graduate Library School.
Spons Agency-National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.
Report No.-CONTU-77-0006
Pub Date-30 Jun 77
Contract-A-76-228
Note-218p.; For related documents, see IR 006 678 and ED 160 122 ; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Copyrights, Costs, Data Sheets, Graphs, Policy, *Publishing Industry, *Questionnaires, *Reprography, *Scholarly Journals, Surveys, Tables (Data)
Identifiers-*Commission on New Technological Uses

The report tabulates and analyzes responses to two questionnaires returned by 531 (out of 1672) profit and non-profit publishers of 974 (out of 2552) United States scholarly and research journals. Certain categories of periodicals were excluded because they were not believed to ordinarily contain communications useful for scholarly purposes, or they were considered to have little economic impact. The questionnaires dealt, among other things, with present practices and anticipated future practices after the new copyright law (P.L. 94-553) goes into effect on January 1, 1978, with respect to the supplying of authorized copies directly or through agents or clearinghouses; permitting photocopying beyond the exceptions provided in the new statute; and acceptable prices for authorized article photocopying or the supplying of authorized photocopies. Responses are tabulated by circulation size, subject matter, and type of publisher. Both the complete journal and publisher questionnaires are provided, as well as a sample accompanying letter and follow-up letter. Also included is the National Serials Data Program (NSDP) serial data sheet for publishers. (Author/JD)

ED 165 747 IR 006 678

Breslow, Marc And Others

An Analysis of Computer and Photocopying Copyright Issues from the Point of View of the General Public and the Ultimate Consumer.

Public Interest Economics Center, Washington, D.C.

Spons Agency-National Commission on New Technological Uses of Copyrighted Works, Washington, D.C.

Report No.-CONTU-77-0008
Pub Date-Jun 77
Note-153p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Bibliographies, *Change Strategies, *Copyrights, Data Bases, Information Dissemination, *Policy Formation, *Programing, Publishing Industry, *Reprography, Tables (Data)
Identifiers-*Consumers

This report is a study of how consumer interests would be affected by changes in the copyright laws governing photocopy and computer-based information. It examines the natures of copyright protection and consumer interest and, after a discussion of the information market in general, weighs copyright/consumer interest in the areas of photocopying, software, computer data bases, and computer-created works. The following recommendations for policy are made: (1) that no royalty charge be allowed on photocopying other than for resale; (2) that both copyrights, with authority to charge royalties, and non-disclosure contracts be available to independent software firms, but (3) that neither be available to large hardware manufacturers; (4) that copyrights be available both on information incorporated in data bases and on material disseminated from them, including computer created works; and (5) that the Federal Government explore means of assisting small copyright holders in protecting their copyrights. Data tables, graphs, and a bibliography are included. (Author/JD)

ED 165 748 IR 006 679

EUDISED R & D Bulletin, No. 4.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date-78
Note-146p.; Parts marginally legible due to small type
Language-English; French
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Abstracts, Bulletins, Developed Nations, *Educational Research, Educational Resources, *Information Networks, Information Retrieval, Information Systems, *Research Projects, Thesauri
Identifiers-*European Documentation and Information System

Bulletin 4 of the European Documentation and Information System for Education (EUDISED) compiles citations and abstracts of on-going and completed projects in educational research and development from 14 participating countries. Projects are grouped and cross referenced according to facets and sub-facets of the EUDISED Thesaurus, which precedes the entries. Titles of entries not in English or French are translated into one of these languages. Information provided for each entry includes country, status of project and dates, researcher(s), institution, financial source, descriptors in English, descriptors in French, and an abstract of the project in English, French, or German. An index of names is followed by subject indexes in English and French giving the titles and serial numbers of projects, and subject indexes in Spanish, German, and Dutch that indicate the serial number and language of the project involved. (JD)

ED 165 749 IR 006 683

Herman, Michael L.

Idaho Interlibrary Loan: A Study of Fill Rate, Turnaround Time, Patron Satisfaction, and Characteristics of Requests.

Pub Date-Jun 78
Note-73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Bibliographies, Comparative Analysis, Data Sheets, Glossaries, *Interlibrary Loans, *Library Research, Literature Reviews, *Public Libraries, Tables (Data), *User Satisfaction (Information)
Identifiers-*Idaho, *Turnaround Time

Interlibrary loan requests originating at 72 Idaho public libraries during a 12-day period in January 1978, were analyzed to determine fill rate, turnaround time, and patron satisfaction with turnaround time and materials supplied. The results show that of 910 total requests submitted 75.05 percent were filled, 20.11 percent had not been received by the end of the study period, and 4.84 percent were not filled. These figures are compared to those from previous studies. While the mean turnaround time for requests filled was 11.39 days, a total of 94.71 percent of the respondents were very satisfied or satisfied with a turnaround time of one to 39 days, and 94.07 percent were very satisfied or satisfied with the materials they received. Data tables in the report and in appendices provide a more specific breakdown of the findings. The appendices also present a sample data collection worksheet, cover letter, instruction sheet, and second cover letter, as well as a list of patron comments reproduced verbatim from the survey sheets and arranged by degree of satisfaction. (JD)

ED 165 750 IR 006 685

Dahlstrom, Asta

The Naming of Periodical International Conferences.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.-TRITA-LIB-2010
Pub Date-Apr 78
Note-54p.; Not available in hard copy due to marginal legibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cataloging, *Conferences, Directories, *International Organizations, Sciences, Technology
Identifiers-*Corporate Headings, International Federation of Library Associations

In an attempt to document the inconsistency and complexity of bibliographic control of names of international conferences, this directory provides a list of variant names used by such organizations. Preceding the list is a presentation/discussion of the seven recommendations made by the IFLA Working Group on Corporate Headings in April 1977, to resolve this problem. The entries are arranged in Dewey Decimal order, and each name is tagged with a sequential number or date to indicate the changes it has undergone. The distribution of the types of namings analyzed in the collection (e.g., one name which never changes, two or more parallel names which alternate with acronyms) is displayed in a table, as are the frequencies of acronyms. All of the names recorded here were derived from publications used at the Royal Institute of Technology in Stockholm. (JD)

ED 165 751 IR 006 686

Approval of the Model Recognition Proposal for the Michigan Interorganization Committee for Continuing Library Education (MICCLE) and Application and Procedures for Programs Requesting Continuing Education Units from MICCLE in Cooperation with the Michigan Department of Education: State Library Services.

Michigan State Dept. of Education, Lansing. Bureau of Library Services.
Pub Date-3 Aug 78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Continuing Education Units, Educational Certificates, *Library Education, Media Specialists, *Professional Continuing Education, *Program Proposals, *Project Applications, Public Libraries
Identifiers-*Michigan

In presenting the Model Recognition Proposal for the Michigan Interorganization Committee for Continuing Library Education (MICCLE), the first part of this document describes the history and development of Continuing Education Units (CEU's), provides a brief analysis of Michigan's specific needs and programs for librarians and the types of recognition (certification) currently available to them, and makes recommendations for awarding and recording CEU programs. Attached is a memorandum from the state's superintendent of public instruction urging approval of the proposal. The second part contains the application form for programs requesting CEU's and outlines the procedures for filing it. Also included are the citations for three publications about the CEU and a description of the MICCLE Screening Committee its membership, reviewing procedures, and approval process. (JD)

ED 165 752 IR 006 689

Hopkins, Bernice B.

Financial Planning for Retirement. A Training Manual Prepared for the N.C. Governor's Coordinating Council on Aging.

North Carolina Univ., Chapel Hill. Extension Univ.
Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.
Pub Date-75
Note-91p.; For related documents, see IR 006 689-694
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Expenditures, *Financial Needs, Financial Problems, Health Insurance, Information Services, *Instructional Materials, Legal Problems, *Older Adults, *Planning, *Retirement, Tables (Data), Taxes, Training Objectives

This manual is designed to assist in developing meaningful workshops for retirees and pre-retirees to aid them in making effective use of their retirement incomes. Divided into five sessions, topics include the need for financial planning, major factors in such planning, and specific methods of helping retirees in their own financial planning; estimating retirement expenses and retirement budgets through inflationary years; legal problems including wills, estate planning, and making provisions for incapacity; and taxes and insurance. The objectives, methodology, time required, materials needed, and suggested readings are outlined for each session, and lecture materials for each topic are included. (Author/MBR)

Orlin, Glenn
Transportation Services for the Elderly. A Planning Guide Prepared for the N.C. Governor's Coordinating Council on Aging.
North Carolina Univ., Chapel Hill. Extension Univ.
Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.
Pub Date-75
Note-53p.; For related documents, see IR 006 689-694 ; Some pages marginally legible due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Community Services, Costs, Federal Aid, Financial Support, Motor Vehicles, *Older Adults, *Planning, State Aid, Tables (Data), *Transportation

This planning guide is designed to aid communities and service agencies in their choices for setting up transportation services for the elderly. Preliminary steps involve defining service objectives, and may also involve determining need; several alternative methods of predicting demand are discussed. Alternatives to actual service include the special bus for the elderly. This service may be provided directly by the coordinating agency and include vehicles such as specially equipped vans, school buses, and station wagons. Cost, revenues, and legal issues of such service are discussed in depth. Another alternative is the reduced fare program whereby older adults may ride existing public transit at a reduced fare. Volunteer services, with private groups providing transit alternatives to the elderly are also discussed. Tables list federal, local, and private funding sources for providing transportation for older Americans. (MBR)

ED 165 754 IR 006 691

Hare, Jane H.

In-Home Services for the Elderly. A Training Manual Prepared for the N.C. Governor's Coordinating Council on Aging.

North Carolina Univ., Chapel Hill. Extension Univ.

Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.

Pub Date-75

Note-88p.; For related documents, see IR 006 689-694 ; Some pages marginally legible due to print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Communication (Thought Transfer), *Community Agencies (Public), Home Management, *Home Programs, *Instructional Materials, *Older Adults, Recreation, Safety, *Volunteer Training

Identifiers-Home Health Care

A training program for community agency volunteers involved in providing personal care and assistance to older persons in their homes is outlined in this manual. Twelve sessions are included with suggestions for supplementary sessions in several areas. The first four sessions, which cover the need for home services to the elderly, aspects of the aging process to promote a better understanding of the elderly, techniques of home management and home safety, and the importance of recreational activities, are designed for use by staff persons of councils on aging or similar agencies. The content and suggested methods for these sessions are included. The remaining sessions, concerned with home nursing skills maintaining health; recognizing illness; personal services for the bed patient; and diets, medicines, and treatments should be conducted by a qualified home nursing instructor through arrangements with the local Red Cross. All necessary materials for teaching and practice sessions are provided by the Red Cross. (MBR)

ED 165 755 IR 006 692

McCullough, James S.

Housing for the Elderly. A Training Manual.

North Carolina Univ., Chapel Hill. Extension Univ.
Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.
Pub Date-75
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Costs, *Counselor Training, *Housing, Housing Needs, Information Services, *Instructional Materials, *Older Adults, Problems, Relocation, Training Objectives

This manual, designed for use in training staffs of local agencies which counsel elderly clients on housing problems, is organized into five sessions dealing with the social and economic factors of finding adequate physical shelter. Sessions deal with acquainting participants with the most critical issues in housing for the elderly; developing and applying a checklist of important locational factors in elderly housing; acquaintance with the hidden costs of different housing types; introduction to the process of providing housing counseling services; and acquaintance with relocation problems for the elderly. Each session includes a list of objectives, materials, and handouts. All sessions are extensively outlined illustrating the specific procedure and the time it should take to accomplish each objective. Readings are included for copying and use as handouts in several of the sessions. (Author/MBR)

ED 165 756 IR 006 693

Hall, Nancy M.

Social Action Outreach Skills. A Training Manual Prepared for the N.C. Governor's Coordinating Council on Aging.

North Carolina Univ., Chapel Hill. Extension Univ.

Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.

Pub Date-75

Note-90p.; For related documents, see IR 006 689-694 ; Parts marginally legible due to print quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Counseling, *Counselors, Information Services, *Instructional Materials, *Needs Assessment, *Older Adults, Outreach Programs, Referral, *Social Action, Training Objectives

This training manual for social action practitioners delivering direct service to older persons provides basic helping principles and concepts for carrying out such duties as giving and obtaining information, determining and evaluating various needs, locating and making use of appropriate resources, and keeping information records on older clients and worker activities. Divided into five two-hour training sessions, objectives include sensitizing workers to many aspects of the feelings of older persons, and improving interviewing and referral techniques. Objectives, procedures, and teaching notes are provided for each session along with a listing of materials needed. (Author/MBR)

Benson, Lawrence P.

Maintaining Good Health in Late Life. A Training Manual Developed for the N.C. Governor's Coordinating Council on Aging.

North Carolina Univ., Chapel Hill. Extension Univ.
Spons Agency-North Carolina Governor's Coordinating Council on the Aginig, Raleigh.
Pub Date-75
Note-101p.; For related documents, see IR 006 689-694 ; Parts marginally legible due to print quality
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Age, *Counselor Training, Death, Developmental Stages, Gerontology, *Health, *Health Services, Housing, *Instructional Materials, Leisure Time, Nutrition, *Older Adults, Safety

This training manual for personnel who work with older adults is designed to create awareness and knowledge of health maintenance for older Americans. Increasing awareness of the health needs of the aging, and fostering understanding of biological, psychological, and sociological aging processes, and of positive attitudes toward health care and protection of the aged, are covered in the initial sessions. An awareness of housing problems, how these problems affect health maintenance, the relationships between environmental safety and leisure activity with health maintenance, and geriatric nutrition needs are also stressed. Finally, an understanding of the older person's view of death is fostered. Step-by-step instructions for procedures and objectives are included. A list of materials needed for each session is also included, along with a resource directory for obtaining films which are recommended for use in several sessions. (Author/MBR)

ED 165 758 IR 006 695

Kintner, Earl W. And Others
The Copyright Revision Act of 1976.
Arent, Fox, Kintner, Plotkin & Kahn, Washington, D.C.
Pub Date-10 Dec 76
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Archives, Cable Television, *Copyrights, *Federal Legislation, Government Publications, Libraries, Manufacturing, Music, Phonograph Records, Reprography, Tape Recordings
Identifiers-*Copyright Revision Act 1976, Copyright Royalty Tribunal, Public Law 94 553

Though not exhaustive, this report explains the substantive aspects of the Copyright Revision Act of 1976 that would be of interest to copyright proprietors and/or users of copyrightable works. The major part of the report deals with the subject matter and scope of copyright; topics discussed include fair use, reproduction by libraries and archives, ownership rights in lawfully made copies, exempt performances, cable television-secondary transmission, ephemeral recordings, sound recordings, recording rights in music, jukebox exemption, and public broadcasting. Other areas covered are the new scheme of statutory copyright, copyright ownership and transfer, the formalities necessary for enjoying the rights of copyright ownership, copyright infringement and remedies, manufacturing requirements in importation, the Copyright Royalty Tribunal, criminal offenses, and supplemental considerations. For quick reference, a summary of highlights from the Act is provided at the beginning. (JD)

ED 165 759 IR 006 696

Martin, Sarah S.

Managing Reprints and Preprints in an Observatory Library.

Pub Date-Jun 78

Note-9p.; Paper presented at the Special Libraries Association Annual Meeting (Kansas City, Missouri, June 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Delivery Systems, Information Dissemination, *Library Collections, *Management, Methods, Periodicals, *Special Libraries

Identifiers-*Observatories, *Reprints

An on-going project of cross-referencing reprint and preprint series distributed by observatories to the collection of the National Radio Astronomy Observatory is described. Reprints available in the library's journal collection were removed after cross-indexing and referencing was accomplished. If the reprint was not available through the journal collection, it was kept and filed in the same folder as the annotated list of reprints, organized by observatory. The work varied with each observatory's publications simple identification of reprints being kept and being removed for those observatories that published their own annotated list of reprints was easy; for those series where no indexes existed, annotated indexes had to be created. This procedure allows the library to maintain the intent of identifying a work with a particular institution, but at the same time allows for considerable space savings and simplification of the collection by keeping a particular article in only one location in the library. (Author/MBR)

ED 165 760　　IR 006 702

Moline, Gloria

An Evaluation of Approval Plan Performance: The Acquisition of Titles in Political Science.

Pub Date-75

Note-113p.; Studies in Librarianship series No. 1, San Jose State University

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Academic Libraries, Bibliographies, Books, *Evaluation, *Library Acquisition, Methods, Periodicals, *Political Science, Publishing Industry, Tables (Data)

Identifiers-*Approval Plan

This study, done at the San Jose State University library, measures the effectiveness of an acquisitions approval plan, designed to acquire current books soon after publication without the time consuming, costly operation of title-by-title ordering, for a group of titles in political science. It also investigates the variation of titles received on approval plans among individual publishers, and between trade and academic publishers, and the possibility that a relationship exists between the subject class of the title and its supply on approval plans. Results show that only 61 percent of the titles expected actually arrived within a time period considered reasonable by the library. In regard to individual publisher performance, the overall results were poor with a very wide range of performance exhibited. Results should force a reevaluation of the effectiveness and reliability of approval plans. Extensive bibliographies of the titles received and those not received through the approval plans are appended to the study. (Author/MBR)

ED 165 761 IR 006 703

Stephens, Eileen Nijenberg, Caroline

Massachusetts Library Automation Survey: A Directory of Automated Operations in Massachusetts Libraries.

Massachusetts State Board of Library Commissioners, Boston.
Pub Date-Aug 78
Note-171p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Data Bases, *Directories, *Libraries, *Library Automation, Library Circulation, Library Reference Services, Library Surveys, Library Technical Processes, Methods
Identifiers-*Massachusetts

This directory is designed to provide information on automated systems and/or equipment used in libraries to provide a tool for planning future automation in the context of interlibrary cooperation considerations, and to inform the library and information community of the state of the art of automation in Massachusetts libraries. The main body is arranged in alphabetical order by library name. Information in each entry includes address; identification of automated functions; description of its development, data bases, vendors, equipment, programming languages, service to outside clientele, and associated charges. Additional information includes any studies or publications describing the operation, and the contact person. Separate lists are provided for academic, public, and special libraries, as well as an alphabetical list of all libraries participating in the survey. Libraries with automation in specific areas acquisitions, cataloging, circulation, interlibrary loan, serials operations, and reference and libraries performing data base searches for outside clientele are also listed. (Author/MBR)

Prince, William, Comp. And Others
List of Library Instruction Clearinghouses, Directories and Newsletters and Results of the Clearinghouse Questionnaires.
Pub Date-Aug 78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Clearinghouses, *Directories, *Information Sources, *Library Instruction, *Newsletters, State of the Art Reviews

This list is intended to provide librarians with a resource for implementing or modifying their library instruction programs and for developing state/regional clearinghouses, directories, or newsletters on library instruction appropriate to local needs. A clearinghouse is here defined as a center which collects instructional materials for loan and/or on-site inspection. Newsletters and directories are included if they are devoted exclusively to library instruction. Information was collected from the United States, Canada, and selected other countries. Using a questionnaire devised to provide uniform information for all contacts, information was collected on the services, resources, availability, price, and contact persons for all clearinghouses, directories, and newsletters now existing or in the planning stage. The list is comprised first of a summary of the information obtained by type and location and is followed by more detailed information presented on the completed questionnaires. (Author/JVP)

ED 165 763 IR 006 711

Fowler, Thomas S., Ed.

The Librarian and the Business Question. A BARC Workshop To Assist Librarians Faced with Business/Economics/Marketplace Questions. Proceedings of the Workshop held January 11 & 12, 1978 at the San Francisco Public Library.

San Francisco Public Library, Calif. Bay Area Reference Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Business, Economics, *Information Sources, Librarians, *Library Reference Services, *Library Role, *Workshops

This Bay Area Reference Center (BARC) workshop was designed to aid librarians in answering business-related reference questions. The seven papers presented were concerned with statistical questions, stocks and securities, consulates and foreign trade representatives, market surveys, small business, and other sources of information, e.g., the California State Library Service to Industry (CSLSI). Accompanying this report is a list of resource materials including handbooks, directories, bibliographies, and periodicals. (JVP)

ED 165 764 IR 006 714

Sims, E. Norman

The Role, Purpose and Program of the Unit for Dissemination: A Position Paper. Revised.

Kentucky State Dept. of Education, Frankfort. Office of Communication Services.

Pub Date-Apr 78

Note-35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Adoption (Ideas), Charts, *Diffusion, Educational Change, Educational Innovation, Educational Research, Improvement Programs, *Information Centers, *Information Dissemination, Methods Research, Research Utilization

To alleviate the time lag between the conception and the implementation of educational innovation, the Unit for Dissemination has been formed by the Kentucky Department of Education. Within the goals of fostering awareness and interest in innovation and of spreading innovation from field test to ultimate user, the Unit has defined objectives which include providing communication links, supporting services, technical services, and the coordination of dissemination efforts. In addition to promoting research and development in dissemination and diffusion, the Unit will organize and maintain a program of awareness on both the state and local level for innovative programs that will impact on local school districts. These efforts are seen as critical as the present disproportionate research-to-dissemination funding ratio results in a low-effectiveness as well as an approximately 20-year delay in the implementation of research results. (JVP)

ED 165 765 IR 006 715

Walton, Robert

Introduction to Basic Texas State Documents Reference.

Texas State Library, Austin.

Pub Date-78

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Annotated Bibliographies, *Government Publications, *Legislative Reference Libraries, *Library Collections, *State Libraries

The Texas State Publications Clearinghouse of the Texas State Library has prepared this list of materials pertaining to legislative and executive branch publications on the state and local level. Judicial branch publications are judged innappropriate as they are best left in the domain of the law library. The specific topics are handbooks/directories, laws/legal, legislative, constitutional, regional/county/local, state government financial and statistical information, bibliographies, general reference, current politics, and a list of other Texas State Publications Clearinghouse materials. (JVP)

ED 165 766 IR 006 717

Freeman, Michael Stuart

Researching Historical Problems. An Introduction to Basic Resources.

Dartmouth Coll., Hanover, N.H. Library.

Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-College Libraries, *History, Individualized Instruction, *Learning Modules, *Library Instruction, Library Skills, Research Problems, *Research Skills, *Slides, *Tape Recordings

The Dartmouth College Library has produced this slide/tape individualized instruction module to assist students in researching historical problems. The 79-slide lesson begins with methods of organizing a search and continues through collecting information and analyzing the utility of research strategy. Information sources cited include numerous general materials such as the Reader's Guide,'' specific resources such as America: History and Life'' and such indices as the Bibliographic Index.'' (JVP)

A User's Guide to the Jones Microtext Center.

Dartmouth Coll., Hanover, N.H. Library.
Pub Date-78
Note-21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Catalogs, *College Libraries, Diagrams, Government Publications, *Library Collections, Library Equipment, *Library Guides, Library Services, *Microforms, Newspapers, Periodicals, Tables (Data)

Included in this user's guide to the Jones Microtext Center at Dartmouth College are instructions on how to locate and use items in the microtext collection and descriptions of the center's holdings and other services. The types of microform are defined, and the use of both the card and serials catalogs are explained. These various collections, identified by source, are presented with a brief scope note: journals, newspapers, personal papers, theses, American Periodical Series, American Statistics Index Microfiche Library, British Sessional Papers, Early American Imprints, English Books, English Literary Periodicals, Educational Resources Information Center (ERIC), Envirofiche, Human Relations Area Files, Library of American Civilization, Underground Newspaper Collection, United Nations publications, U.S. congressional committee publications, and U.S. Joint Publications Research Service. Other services and facilities of the Center include a collection of college catalogs, a videotape player and slide viewer, a fiche duplicating service, portable microform readers, and cassette music tapes. A diagram of the center and the hours of its operation are also provided. (JD)

ED 165 768 IR 006 721

Beleu, S.

Microforms: An Introduction to the Department of Energy Collection, Early English Books Collection and the Human Relations Area Files of the University of Oklahoma Libraries.

Oklahoma State Univ., Stillwater. Univ. Libraries.
Pub Date-Aug 78
Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Classification, Filing, *Indexes (Locaters), *Library Collections, *Library Guides, *Microforms, University Libraries

Each of the three guides provides brief instruction in the use of specific indexes for locating desired items in the respective collections. The scope of each collection is described, and then a step-by-step approach, using examples, takes the reader from the selection of a topic in an appropriate index to the location of relevant items in the microform collection. Included in the guide to the Human Relations Area Files are a list of reference categories used within each culture's categories, and tables that explain the training and evaluation codes in the headings of items on the microfiche. (JD)

Huff, Hugh Caltagirone, Norma

Emergency Medical Services: Initial Survey Report.

North Carolina Univ., Chapel Hill. Extension Univ.

Pub Date-76

Note-73p.; Region J Public Education Project; For related documents, see IR 006 723-726; Report sponsored by the North Carolina Office of Emergency Medical Services; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Computer Programs, Data Sheets, Demography, *Educational Needs, *Knowledge Level, Metropolitan Areas, Question Answer Interviews, Questionnaires, Research Methodology, Rural Areas, Statistics, *Surveys, Tables (Data)

Identifiers-*Emergency Medical Service, *North Carolina

This report presents the findings of an initial survey that was designed to systematically determine the educational needs of citizens with regards to the emergency medical services system in their county. Specifically, the survey sampled the knowledge of respondents concerning: (1) what medical service is; (2) what services are available; (3) how to gain access to the emergency medical system; and (4) the conditions for which emergency medical service is available. Volunteers from county rescue squads conducted 1194 interviews in both the rural and metropolitan areas of Region J in North Carolina; 1036 usable questionnaires resulted. Demographic factors included race, age, sex, area, occupation, and education. The findings are tabulated for each item in the interview questionnaire, and further analyses provide a breakdown of some results by county and by education level. Appendices include both the survey questionnaire used in this study and one used in an earlier Chatham/Orange County study, as well as the computer programs used to obtain a description of the data records, to determine the number of interviews in a particular area, and to reformat the Orange County data to make it comparable to the Region J study. (JD)

ED 165 770 IR 006 724

Huff, Hugh Caltagirone, Norma

Emergency Medical Services. Final Survey Report.

North Carolina Univ., Chapel Hill. Extension Univ.

Pub Date-76

Note-67p.; Region J Public Education Project; For related documents, see IR 006 723-726 ; Research sponsored by the North Carolina Office of Emergency Medical Services ; Parts marginally legible due to colored pages

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Comparative Analysis, Computer Programs, Demography, *Educational Needs, *Knowledge Level, Metropolitan Areas, *Publicize, Question Answer Interviews, Questionnaires, Research Methodology, Rural Areas, *Surveys, Tables (Data)

Identifiers-*Emergency Medical Service, *North Carolina

In this follow-up study, an examination of the level of awareness of and knowledge about the Emergency Medical Services System in Region J of North Carolina was made to detect any changes from the earlier survey which might be due to a six-month campaign publicizing the system. To further pinpoint the channels through which the citizens of the region received this information, selected questions were added to the research instrument. The sampling methodology was similar to that of the initial survey, and, though the timing of the follow-up survey was poor (conducted in the summer months), the tabulated results are statistically compared to those from the earlier study. Further analysis discusses the significant cross-tabulations of demographic factors with responses from selected questions from the survey instrument. Appendices include the instructions to the interviewers, the survey instrument, a printout of the Statistical Package for the Social Sciences for the analysis, and extensions of percentages to include the number of people in Region J. (JD)

ED 165 771 IR 006 725

Huff, Hugh Caltagirone, Norma
Emergency Medical Services. Final Project Report.
North Carolina Univ., Chapel Hill. Extension Univ.
Pub Date-76
Note-151p.; Region J Public Education Project; For related documents, see IR 006 723-726 ; Research sponsored by the North Carolina Office of Emergency Medical Services; Parts marginally legible due to broken and light type
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Audiovisual Aids, Budgets, Community Involvement, *Educational Needs, *Educational Objectives, *Instructional Materials, Lesson Plans, Mass Media, Programing (Broadcast), Projection Equipment, *Publicize, Questionnaires, Radio, Scripts, *Summative Evaluation, Surveys, Tables (Data), Television
Identifiers-County Community Organizations, *Emergency Medical Service, *North Carolina

This report presents the procedures and activities of a year-long Public Education Project conducted in Region J of North Carolina to help citizens of this region learn what Emergency Medical Services (EMS) are available, how to obtain them, and when to call upon them. Previous reports provide the sampling methodology used to survey the educational needs of the citizens and the statistical results it produced; this report summarizes and evaluates the steps of the project, from determining the educational objectives necessary to increase public awareness, to specific publicity methods and programs utilized to meet those objectives, including the design and production of educational materials. Community participation and organizations relevant to the success of the project are also discussed, and the project's budget is presented. A general overview with recommendations concludes the report. Appended are the resumes of the project director, coordinator, and administrative assistant; copies of the initial and final surveys; the public service announcements, radio and public affairs programs, print materials, school lesson plans, and slide/tape presentations used in the project to publicize EMS; and a list of equipment. (JD)

ED 165 772 IR 006 726

Huff, Hugh

Emergency Medical Services: Public Education Manual. A How-To-Do-It Guide.

North Carolina Univ., Chapel Hill. Extension Univ.
Pub Date-77
Note-207p.; For related documents, see IR 006 723-726 ; Research sponsored by the North Carolina Office of Emergency Services ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Organizations, Computer Programs, Educational Objectives, *Educational Programs, *Guides, Lesson Plans, Mass Media, *Models, Needs Assessment, Program Evaluation, Programing (Broadcast), *Program Planning, *Publicize, Questionnaires, Research Methodology, Surveys
Identifiers-*Emergency Medical Service

Using the systematic plan of the Public Education Project developed in Region J of North Carolina as its model, this guide presents in detail seven major steps in organizing a public education project for emergency medical services: (1) assessing needs; (2) survey methodology; (3) determining objectives; (4) media usage both mass media and individual/group presentations; (5) establishing time frames; (6) using an emergency medical technician as prime speaker; and (7) evaluation. Lengthy appendices provide useful documentation from the North Carolina project; the survey instruments and interviewer instructions; computer programs; different kinds of publicity, including radio announcements, brochures, television scripts and slides, a sample news release, billboard design, and telephone sticker, and school lesson plans; addresses of outdoor advertisers and survey resources; a list of local and civic groups and a checklist for county groups; time estimates; and a presentation report form. (JD)

ED 165 773 IR 006 727

Daugherty, Robert A. And Others
Preliminary Report on Book Losses in Libraries: A Pilot Opinion Survey.
Pub Date-Jun 77
Note-35p.; Parts of appendix marginally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Libraries, *Attitudes, Bibliographies, *Book Thefts, Library Research, Research Methodology, *Surveys, Tables (Data)
Identifiers-*Library Users, *Ohio State University Libraries

This study explores whether the installation of an electronic theft detection device has an effect on the library user's attitudes about booktheft and examines opinions and attitudes on booktheft motivations and potential solutions to the problem. Basic questions posed by the study are: Do the same pressures exist for the whole user population? Are the most significant variables affecting booktheft internal or external to the library, or both? If both, how do these variables interact? The theoretical framework of the research isolates five major factors possibly contributing to a high rate of booktheft: the library, academic pressure, individual personality, social and psychological pressures, and general criminal framework of theft. This report discusses (1) the development of a questionnaire to explore library users' booktheft attitudes and to obtain background information about library users and the sub-population of book thieves; (2) questionnaire distribution at two comparable academic libraries before and after one installed an electronic booktheft detection device; (3) comparison of library inventory figures before and after that installation; (4) statistical manipulation of survey information; and (5) analysis of results. Appendices include the annotated survey instrument and crosstabulations of significant questions between samples. (Author/JD)

ED 165 774 IR 006 800

Johansen, Robert And Others
Electronic Education: Using Teleconferencing in Postsecondary Organizations.
Institute for the Future, Menlo Park, Calif.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Aug 78
Note-174p.
Available from-Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025 (R-42, $12.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Community Organizations, *Group Activities, Higher Education, *Interaction, *Man Machine Systems, Professional Associations, *Telecommunication
Identifiers-Audio Teleconferencing, Computer Based Teleconferencing, *Distance Education, *Teleconferencing, Video Teleconferencing

In this study of current and potential users of teleconferencing media in post-high school settings, more than 50 teleconferencing systems in the United States and Canada were surveyed. Researchers examined instructional, administrative, student service, and interorganizational uses of teleconferencing in educational organizations ranging from university extensions and professional associations to community volunteer organizations. The report includes detailed case studies of 13 existing systems and a comparative analysis of the characteristics of 46 educational networks. Having explored future uses of these media in light of likely societal trends, the Institute's judgment is that the use of teleconferencing in postsecondary education will continue to increase, but at a rate much slower than that predicted for earlier educational technologies. The most promising possibilities are in specific areas of instruction, such as courses that meet requirements for professional recertification. The operational guidelines provided include a set of preconditions or prerequisites for implementation of a teleconferencing system to facilitate the start-up process and to identify areas where teleconferencing does not seem appropriate, as well as guidelines for effective usage once a system has been established. (Author/RAO)

ED 165 775 IR 006 827

Bretz, R. Shinar, D.
Educational Television: Brazil.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-Oct 72
Note-67p.; Serial No. 2775/RMO.RD/MC
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Course Objectives, *Educational Television, Evaluation Methods, *Instructional Programs, Instructional Staff, *Job Training, Models, Organizational Effectiveness, *Staff Improvement, Television Research, Training Objectives
Identifiers-*Brazil, *Instructional Television Training Model

Based on evaluation of nine Brazilian educational television centers, an Instructional Television Training Model (ITV) was developed to aid in determining and designing training requirements for instructional television systems. Analysis based on this model would include these tasks: (1) determine instructional purpose of the television organization; (2) determine if ITV can be applied to a clearly defined instructional need; (3) determine if the ITV organization is or is to be incorporated into the instructional system; (4) review instructional objectives for clarity; (5) separate problems for beginning and operative organizations; (6) analyze problems; (7) determine if systems's organization or lack of training cause problems; (8) specify training objectives, anticipated functions, and individuals to learn each function; (9) using the Tiffin Matrix, quantify training resource requirements functions taught, degree of instruction, instruction time, personnel time, number of staff; (10) specify learning objectives; (11) choose aopropriate course type, based on subject-matter and locale; (12) management makes cost decisions; (13) select personnel training; (14) assess readiness of facilities and equipment; (15) clear times and schedules for personnel; (16) prepare budget; (17) structure course schedules; (18) prepare instructional materials; (19) determine student's knowledge through pretest; (20) administer instruction; (21) determine learning success through post-test; (22) and assess course success by comparing student's work before and after instruction. Recommendations for national and regional training centers are presented. (CWM)

ED 165 776 IR 006 828

TV and Kids, Parts I and II.
National Public Radio, Washington, D.C.
Pub Date-Aug 78
Note-38p.; Programs No. 127 and 128
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Broadcast Industry, Children, *Childrens Television, *Commercial Television, *Educational Television, Instructional Media, Public Television, Television Commercials, *Television Viewing

In this series of National Public Radio interviews, individuals from education and television broadcasting discuss the use and abuse of television by schools and the influence of television on children in home viewing. It is asserted that television is and will continue to be watched, and therefore it is necessary to learn how to deal with it. By having children view programs, create programs, and read scripts, schools do use television to help teach organizational, creative, writing, and reading skills, in addition to critical viewing skills. These interviews noted that: (1) teachers feel that television produces unrealistic competition between the teacher and entertainer; (2) children are able to learn at varying rates from instructional television; (3) children are influenced by television; (4) violence in the media has been replaced by sex; which has proved to be difficult to define; (5) broadcasting networks argue that television productions and stereotypical characters merely reflect social issues; (6) the Parent Teachers Association has issued viewing guides to help parents select productions; and (7) despite discriminate selection, too much television viewing has an effect on children's ability to develop cognitively or develop complex skills. (CWM)

ED 165 777 IR 006 832

Now I See: Aesthetics of Film and Television: A Discovery Approach.

New York State Education Dept., Albany. Educational Programs and Studies Information Service.
Pub Date- 75
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Aesthetic Education, Animation, *Commercial Television, *Discovery Learning, Fantasy, *Film Study, Imagination, Instructional Innovation, Instructional Media, Metaphors, *Teaching Guides, Visual Literacy

Students can see more in motion picture and television productions once they realize that they are already quite knowledgeable, and these ten discovery-experience lesson units on film and television productions provide teachers with a means to let them discover for themselves that they already know several characteristics of the moving media as distinctive art forms. Teachers interested in setting up a staff development program can utilize and build on this material, with or without expert collaboration. The units are constructed to suggest ways in which participants can personally discover artistic characteristics and relationships already known but never defined or communicated. Each unit explains the students' discovery experience and, for ease in facilitating discovery for participants, is accompanied by Notes to Teacher. Frequent use of television programs is stressed to provide a continuing opportunity to encounter differing styles. Teachers are urged to show the films suggested at the end of each unit repeatedly to allow students to discern new aspects. Increased enjoyment, greater facility in talking about moving media intelligently and accurately, critical judgements about artistic worth and quality of life portrayed, discovery of strengths and limitations of the medium, and discovery of differences among the arts should be realized by participants. (CWM)

ED 165 778 IR 006 836

Heines, Jesse M.

The Use of Interactive, Computer-Managed Instruction to Control the Quality of Self-Paced Training.

Pub Date-Dec 78

Note-16p.; Paper presented at the National Conference of the Association for Computing Machinery (Washington, D.C., December 1978); For related document, see IR 006 837

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Algorithms, *Autoinstructional Programs, *Computer Managed Instruction, *Cost Effectiveness, Mastery Learning, Program Descriptions, *Quality Control, Reliability, *Statistical Analysis

Identifiers-Digital Equipment Corporation

To make training cost-effective for its small systems customers, Digital Equipment Corporation provides self-paced training packages for several years that can be used by its customers on-site. To control the quality of this training, Digital is now incorporating computer managed instruction (CMI) into some of these packages. This CMI component uses a sequential probability test algorithm that allows tests to vary in length depending upon the learner's skill level. This algorithm assures that the tests' results are statistically reliable while keeping their length as short as possible. (Author)

ED 165 779 IR 006 837

Heines, Jesse M.
Evaluating Interactive, Computer-Managed Instruction.
Pub Date-Mar 79
Note-13p.; Paper presented at the Annual Conference of the Association for the Development of Computer-based Instructional Systems (San Diego, California, March 1979); For related document, see IR 006 836
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Autoinstructional Programs, *Computer Managed Instruction, *Computer Science Education, *Course Evaluation, Flow Charts, Programing Languages, Quality Control, Reliability
Identifiers-*BASIC Programing Language, Computer Software, Digital Equipment Corporation

A computer managed instruction (CMI) package to teach BASIC programming, together with questions to be answered in its evaluation, are described. The training package consists of 16 learning modules coupled; an interactive CMI system generates pretests and posttests for each module and branches students to the next appropriate module. It is intended to be sold to customers to be used in a self-paced mode. Evaluation questions pertain to (1) what percentage of customers will use the CMI system, (2) whether students will use the tests as intended, (3) whether a sequential probability test ratio will reduce test length significantly, (4) whether test reliability is maintained, and (5) whether all test items are working properly. (Author/CMV)

ED 165 780 IR 006 838

Donald, Janet Gail
Modular Instruction: A Resource Book.
McGill Univ., Montreal (Quebec). Center for Learning and Development.
Pub Date-77
Note-77p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Course Evaluation, Course Organization, *Guides, Higher Education, *Instructional Design, Instructional Innovation, *Learning Modules

Issues and illustrative material are presented from a project evaluating modular courses at McGill University from 1972 to 1976, with the overall intent of aiding instructors to produce instructional modules. Questions related to the nature of modular instruction at McGill, how modular instruction developed, and how it operates are examined. Thirty-two findings, interpretations, and recommendations are presented in areas of course structure, management, and organization of modules and materials. General findings include: (1) Provision of study skills or guidelines is a necessary adjunct to a modular course. (2) Early support and assistance of department heads should be obtained. (3) Assembly of learning materials into modules requires adherence to a set of principles of organization. Appendices include courses evaluated at McGill, issues in innovative instruction, and a guide for using modules. (CMV)

ED 165 781 IR 006 840

Branstad, Dennis K., Ed.

Computer Security and the Data Encryption Standard. Proceedings of the Conference on Computer Security and the Data Encryption Standard.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.-NBS-SP-500-27

Pub Date-Feb 78

Note-131p.; Computer Science & Technology Series; (Conference held at Gaithersburg, Maryland, February 15, 1977)

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01891-1, $3.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Algorithms, *Codification, *Computers, Conference Reports, *Data Processing, Equipment, Flow Charts, Information Networks, *Security Personnel, *Standards

Identifiers-*Computer Software, Data Encryption

The 15 papers and summaries of presentations in this collection provide technical information and guidance offered by representatives from federal agencies and private industry. Topics discussed include physical security, risk assessment, software security, computer network security, and applications and implementation of the Data Encryption Standard. A list of questions submitted in writing at the conference together with responses prepared by either the speaker, the session chairman, or the editor, are appended. (CMV)

ED 165 782 IR 006 841

Legal Bibliography: Synopses of Cases on Cable Television.
Cable Television Information Center, Washington, D.C.
Pub Date-Apr 74
Note-25p.
Available from-Cable Television Information Center, Urban Institute, 2100 M Street N.W., Washington, D.C. 20037 ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, *Cable Television, Copyrights, *Court Cases, Federal Government, Federal Legislation, *Government Role, Laws, *Legal Education, Local Government
Identifiers-*Federal Communications Commission

Intended as a reference to assist city and county attorneys, leading cases are presented detailing essential legal issues pertaining to cable television. These cases relate to broadcast decisions, common carrier decisions involving microwave and telephone companies, and cable decisions involving Federal Communications Commission (FCC) and local government regulatory authority, pay-cablecasting, copyright liability, and regulatory fees. (CMV)

ED 165 783 IR 006 842

Local Government Uses of Cable Television.
Cable Television Information Center, Washington, D.C.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Pub Date-74
Note-74p.
Available from-Cable Television Information Center, Urban Institute, 2100 M Street N.W., Washington, D.C. 20037 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cable Television, Decision Making, Facilities, *Federal Government, *Government Role, Guidelines, *Local Government, Needs Assessment, Policy Formation, Television Surveys, Use Studies, Video Equipment
Identifiers-*Federal Communications Commission

The local government cable access channel is essentially a television station completely controlled by the local government. It differs from a local broadcast television station by being able to reach only those places which are connected to the cable system, having much less programming distribution costs, and having the capacity to deliver programming to selected audiences. Uses of local government cable television can be classified as the delivery of special services, delivery of information about government and services, closed-circuit, or on demand service. Decision making factors in determining cable usage include the needs of government departments, costs involved, and revenues available, and procedures leading to local government's actual use of the cable systems will vary from locality to locality. The initial steps will vary with the status of local cable activity, and subsequent steps will be motivated by the data developed and the intermediate decisions made in phases of study, implementation, and effectiveness evaluation. This report explains relevant Federal Communications Commission regulations, and appendices include program sources, studio costs, a facilities and equipment survey, a departmental needs survey, and a bibliography. (CMV)

ED 165 784 IR 006 843

Brannan, Pamela J.

Using Videotape in a Multimedia Approach to Teaching Language Skills to Learning Disabled Adolescents.

Howard School, Inc., Atlanta, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Grant-G007603630

Note-17p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academically Handicapped, Adolescents, Annotated Bibliographies, *Case Studies, *Individualized Instruction, *Language Skills, *Models, *Multimedia Instruction, Secondary Education, Special Programs, Teaching Methods, Videotape Recordings

Some general approaches to individualized tutorial instruction are described with specific examples of a multimedia model for learning used with one 13 year old learning disabled student deficient in language skills. The model is presented in the form of a wheel, with a topic, theme, concept, or content area at the hub; radiating out from the center are seven overlapping areas of media including stage, design, print, photography, radio, movies, and television. Specific learning activities for each of the media are outlined, e.g., writing scripts of familiar stories for films and television. An annotated bibliography of sources and resources on multimedia instruction is included. (CMV)

ED 165 785 IR 006 844

Toward a National Endowment for Children's Broadcasting. Report on the Project to Ascertain the Feasibility of a National Endowment for Children's Broadcasting.

Center for Action Research, Princeton, N.J.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Pub Date-77
Note-58p.; Light print and colored background may reproduce faintly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Childrens Television, *Feasibility Studies, *Government Role, *Incentive Grants, National Surveys, *Needs Assessment, Television Research

A project examining the need for change in children's television environment and for the establishment of a grant-making organization designed to address the needs of the children's broadcasting environment consulted a variety of interests, insights, and divergent viewpoints. Research studies, government documents, books, professional journals, and popular magazine articles were consulted, and over 200 people were contacted, including commercial and public broadcasters, artists, distributors, advertisers, child psychologists, educators, federal agency spokespeople, legislators, and consumer advocates. Results indicate that change in the children's television environment is desired, as is a new grant-making service organization. It is also noted that although models presented for a national grant-making entity appear adequate, none are presently deemed feasible. Three recommendations call for (1) high priority of legislative activity related to children's television, (2) the establishment of a national council on children and television, and (3) the development of alternative distribution systems for children's programming, with special reference to cable channels. Appendices include project advisory board and team members, participants, Project Overview Conference participants, project method and description, footnotes, and a bibliography of works consulted. (CMV)

ED 165 786 IR 006 852

Hudepohl, Nancy Hendricson, William D.

Survey of Audiovisual Instructional Materials Available on Teaching Skills. Final Report.

Australian National Committee of O.M.E.P., Victoria.
Pub Date-24 Oct 78
Note-68p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Audiovisual Aids, Audiovisual Instruction, *College Faculty, Developmental Programs, *Educational Resources, *Health Education, Higher Education, *Instructional Materials, National Surveys, Skill Development, *Teaching Skills

A survey of 500 higher education institutions to identify available instructional materials in basic teaching skills relevant to university instructors resulted in a listing of producers and their products. The major focus of the study was on practical materials rather than theoretical, and teaching skills and educational issues of particular interest to health science instructors. A survey letter was mailed to health science institutions and individuals noted for expertise in faculty development; faculty development departments in liberal arts and health sciences colleges and universities; and individuals, private foundations, and commercial producers recommended by other respondents. Results were compiled into three tables: (1) audiovisual materials on teaching skills available from academic institutions; (2) audiovisual materials on teaching skills available from general resources; and (3) suggested resources for keeping current in the instructional development field. The survey indicated that few institutions have attempted to develop a "set" of such instructional materials although many have developed isolated units on basic topics. (CWM)

ED 165 787 IR 006 853

Rigney, J. W. And Others

Field Evaluation of the Generalized Maintenance Trainer-Simulator: I. Fleet Communications System. ; Technical Report No. 89.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Oct 78
Grant-N00014-75-C-0838
Note-95p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Electronics, Equipment Evaluation, Instructional Systems, Military Training, *Problem Solving, *Radio Technology, *Simulation, Technical Education, Training Techniques

This report describes the Generalized Maintenance Trainer-Simulator (GMTS), an instructional system designed to give electronics students intensive troubleshooting practice in a simulated hands-on training environment, and reports on a field evaluation of the GMTS applied to systems level troubleshooting in radio communications. The GMTS can be used for any device in which signal paths and their relationships to controls, indicators, and test points can be defined. It generates interaction with the student by referring to his last inputs and to its stored history of interactions with him up to that point. To the extent that these individual student histories constitute models of individual students, GMTS constructs a model of each student to interact with that student. The computer program that implements the instructional system is indifferent to the specific equipment being taught, since specific equipment for simulation is determined by loading two bases for that equipment describing its essential features. Results of field evaluation of twenty students who practiced solving 35 troubleshooting problems were: (1) more uniform fluency at troubleshooting; (2) decrease in mean times to solve a problem; and (3) a more favorable attitude toward the trainer. (Author/CWM)

Silva, Clare M.

A Rationale for Individualized Instruction in Remedial Writing Programs.

Pub Date-Nov 77
Note-12p.; Paper presented at the Annual International Congress for Individualized Instruction (9th, Lafayette, Indiana, November 6-8, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Freshmen, Comparative Analysis, *Error Patterns, *Individualized Instruction, Punctuation, *Remedial Programs, Spelling, *Structural Analysis, *Writing Skills

Writing samples of 97 students in remedial writing classes were analyzed to determine error patterns in writing mechanics and the predominance of specific errors. Students were grouped according to individual student profiles and error patterns which indicated additional similarities and differences among individuals. Analysis indicated that most students shared the error patterns of spelling and punctuation, although the patterns were crosscut by other categories. Significant findings were: (1) students with proportionally more errors in their compositions were those with more highly differentiated problems of error; (2) only four percent of the students showed very high error count in all areas of writing mechanics; (3) spelling was the most severe generalized problem of mechanics; and (4) students showed marked variation in their writing skills profiles. Individualized instruction would help the student overcome obvious difficulties and concentrate attention on clearly defined individual needs. (CWM)

ED 165 789 IR 006 859

Bethscheider, John

Alvin Community College Law Enforcement Students' Perceptions of Learning Through the Use of Audiovisual Media in a Criminal Investigation Course.

Alvin Community Coll., Tex.
Pub Date-Oct 78
Note-41p.; Bibliography and appendices are minimally legible
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Audiovisual Aids, *Audiovisual Instruction, Community Colleges, Educational Research, Films, *Instructional Media, *Law Enforcement, Media Selection, *Student Attitudes, *Student Opinion, Videotape Recordings

The practicum described examined student attitudes toward the use of audiovisual materials and the perceived effectiveness of the various modes presented in a Criminal Investigations class. The 25 subjects, who had been exposed to slide presentations, filmstrips, films, and videotaped programs, completed an opinionnaire at the completion of the course. This report includes a statement of the problem, the background and significance of the study, procedures employed, analysis of the data collected, findings, and recommendations for the selection and use of audiovisual materials in such classes. A bibliography is included, as well as a listing of the program titles and producers and a sample student opinion survey form. (RAO)

ED 165 790 IR 006 860

Crawford, Alice M., Ed. And Others
Evaluation of a Computer-Based Course Management System. Final Report.
Illinois Univ., Urbana.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-TR-79-3
Pub Date-Oct 78
Grant-N-61339-73-C-0078
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Computer Managed Instruction, *Course Evaluation, Economic Education, Higher Education, *Management Systems, Summative Evaluation, Textbooks
Identifiers-*Computer Assisted Testing, *PLATO

This project evaluated a Course Management System (CMS), which was developed at the University of Illinois and implemented on the PLATO IV instructional system during two semesters of an introductory level economics course. The CMS was designed to integrate books, computer testing, and personnel utilization in applying instructional and computer technology to the management of large-scale instruction, while minimizing online computer use and costs, and materials preparation costs. The performance of the experimental and control groups on the final examination and the responses to a questionnaire measuring attitude provided the primary bases for evaluating the effectiveness and adequacy of the CMS. Results of these measures are discussed, and recommendations are offered for the individualization of computer managed standard courses. (Author/RAO)

Radio for Formal Education and for Development Communication.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Sep 78
Note-18p.
Journal Cit-Development Communication Report; n24 Sep 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Case Studies, Communication Satellites, Cost Effectiveness, *Developing Nations, *Educational Needs, Educational Planning, *Educational Radio, Educational Technology, Inservice Teacher Education, International Programs, Interviews, *Rural Development, Rural Extension, Scripts, Telecommunication
Identifiers-Guyana, Nepal, United Nations, West Indies

The keynote article in this issue describes some empirically demonstrated beneficial functions of radio in development communications: (1) it improves the quality and relevance of education; (2) it keeps educational costs down; (3) it broadens access to education; and (4) it extends the impact of time, money, and effort outside the formal education system through such applications as open radio broadcasting, radio campaigns, and radio-listening groups. Other articles are concerned with the new U.N. Audio-Visual Information Center on Human Settlements, called Vision Habitat; defining broadcasting training needs; the use of radio in classroom instruction; two-way radio for health and development; successful scriptwriting; communication planning; the training and visitation system of agricultural extension; and a discussion about development project failures. Case studies deal with medicine and CB radios in Guyana, teacher training with radio in Nepal, and a satellite demonstration in the West Indies. (CMV)

ED 165 792 IR 006 871

Federico, Pat-Anthony
Accommodating Instruction to Student Characteristics: Trends and Issues.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-79-1
Pub Date-Oct 78
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Cognitive Style, *Educational Strategies, *Individualized Instruction, Instructional Design, Instructional Materials, *Learning Modalities, Military Training, Student Characteristics, *Teaching Procedures
Identifiers-Aptitude Treatment Interaction

The objectives of this project were (1) to determine whether or not adapting instruction to student characteristics will improve the effectiveness and efficiency of training, (2) to identify the learner attributes that interact best with specific instructional treatments, and (3) to establish what must be done to create and implement a useful adaptive instructional system. The professional literature concerning adaptive teaching systems was reviewed and evaluated, and several approaches to accommodating instruction to student characteristics were identified and considered. Little empirical evidence was obtained to support the aptitude-treatment-interaction (ATI) approach, and the experimental evaluation of several alternative approaches to adaptive instruction was recommended. (Author/JEG)

ED 165 793 IR 006 872

Van Der Mast, Charles

A Modular CAI System.

Pub Date-78
Note-24p.; Paper presented at the International APLET Conference (Pontypridd, Great Britain)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, Concept Formation, Data Processing, Educational Development, Experimental Programs, *Models, *Programing Languages, Teaching Machines, *Technological Advancement, Technology Transfer

The experimental CAI system which is being tested at Delft University of Technology is structured in a modular manner to account for high changeability. The concept formulated for this project was the outcome of research into technological, organizational, and educational developments in CAI, and the enumeration of the common aspects of the courseware, different author languages, systems, and methods in current use. This paper discusses this concept and the implementation of the system, including the presentation of lessons, recording activities, designing a lesson, evaluation, distribution of data, and management. While experience with large numbers of students and course authors is not yet available, the system is functioning technically in accordance with expectations at this time. It is expected that it will be used more extensively by lecturers and students at the university in the future, and that extensions in the form of a compiler for the TUTOR subset and the CAISCO interpreter for a microcomputer system will make it possible to test the changeability and flexibility of this modular system. (JEG)

ED 165 794 IR 006 874

Lasher, Edward

Audiovisual Education: Course Booklet; Content Overview, Requirements, Policies, and Project Guidelines.

Akron Univ., Ohio. Coll. of Education.

Pub Date-77

Note-26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Films, Filmstrips, Higher Education, *Instructional Materials, *Instructional Media, *Material Development, *Media Selection, Media Technology, Transparencies

This booklet describes a visual education course at University of Akron designed to introduce selected media and their roles in teaching, learning, and the communication process. Students are involved in the selection, evaluation, and utilization of media and materials including films, filmstrips, transparencies, displays, and recordings. In addition students are exposed to introductory experiences in the preservation, adaptation, and preparation of materials including mounted visuals and overhead projection transparencies. (Author/JEG)

ED 165 795 IR 006 875

Jonassen, David H.

A Discrepancy Model for ITV Program Evaluation: An Instrument for Teachers.

Pub Date-78

Note-13p.; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Attention, Educational Objectives, *Educational Television, *Evaluation Methods, *Models, *Program Evaluation, Student Attitudes

Identifiers-*Discrepancy Evaluation Model

Using aspects of the Children's Television Workshop procedure, a theoretical evaluation model is developed which may be used by teachers for previewing instructional television (ITV) programs. Based on discrepancy between teacher goals and expectations, program goals and purposes, and student attention and receptivity, the model assumes that the likelihood of successful viewing of ITV is inversely related to the amount of discrepancy. The model has been synthesized into an evaluation form consisting of a series of semantic differential scales grouped according to teacher, program, and student components. The more numerically equivalent the section averages, the less discrepancy can be expected between components, thus providing the teacher with an indication of the program's success. (Author/JEG)

Fischer, Gerhard And Others

Aspects of a Theory of Simplification, Debugging, and Coaching.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-BBN-3912; ICAI-10
Pub Date-Jul 78
Contract-MDA903-76-C-0108
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cognitive Style, *Complexity Level, Educational Facilities, Error Patterns, *Learning Processes, Physical Activities, Problem Solving, Programing, *Psychomotor Skills, Skiing, Skill Analysis, *Skill Development, *Task Analysis

This paper analyses new methods of teaching skiing in terms of a computational paradigm for learning called increasingly complex microworlds (ICM). Examining the factors that underlie the dramatic enhancement of the learning of skiing led to the focus on the processes of simplification, debugging, and coaching. These three processes are studied in detail, showing how the structure of each is affected by the basic skill required to perform a task, the equipment involved in its execution, and the environment in which the skill is executed. Throughout, parallels are drawn between the process of learning to ski, and learning computer programming and problem solving. The goal is to achieve insight into the complex issues of skill acquisition and design of learning environments (especially computer based ones) through analysis of the intuitively understandable domain of ski instruction. (Author/JEG)

ED 165 797 IR 006 878

Burton, Richard R. Brown, John Seely

Intelligent CAI: An Author Aid for a Natural Language Interface.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-BBN-3913; ICAI-11
Pub Date-Aug 78
Contract-MDA-903-76-C-0108
Note-53p.; For related documents, see ED 114 089 and 134 205
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Computational Linguistics, Computer Assisted Instruction, *Computer Oriented Programs, *Computer Science Education, Military Training, Technical Writing
Identifiers-*Natural Language

This report addresses the problems of using natural language (English) as the communication language for advanced computer-based instructional systems. The instructional environment places requirements on a natural language understanding system that exceed the capabilities of all existing systems, including: (1) efficiency, (2) habitability, (3) tutorial capability, and (4) the ability to exist with ambiguity. Semantic grammar is presented as a paradigm for organizing the knowledge required in the understanding process that permits efficient handling of such phenomena as pronominalizations and ellipses. The need for a better formalism for expressing semantic grammars is met by the use of Augmented Transition Networks (ATN). The ability of the ATN-expressed semantic grammar to satisfy the mentioned requirements is demonstrated in the natural language front-end for the SOPHIE system. (Author/JEG)

ED 165 798 IR 006 880

Elton, Martin C. J.

NATO Symposium on the Evaluation and Planning of Interpersonal Telecommunications Systems. Final Report.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 78
Grant-APR77-20480
Note-88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Communication Satellites, *Conference Reports, Educational Research, Health Education, Information Services, Information Systems, Medical Care Evaluation, *Symposia, *Telecommunication

Papers presented at this symposium are grouped into eight sections, including introductory overviews; the delivery of health care, education, and community services; contributions from the field of scientific and technical information; teleconferencing and computer conferencing services; new services; and communication processes at both the individual and the organizational levels. Each of these sections lists the papers presented, provides a brief summary of their contents, and summarizes points arising in their discussion. A final section provides slightly edited transcripts of the comments by four participants at the end of the symposium on the issues of policy and methodology which had been raised during the four days. Appendices list the names and addresses of the participants in the meeting, provide some results from an evaluation questionnaire distributed on the last day, outline the notes made on one of the sessions conducted as an audioconference with two speakers based in North America, and also provide a brief response by Herb Ohlman (World Health Organization) to a draft of discussion summaries. (Author/JEG)

ED 165 799 IR 007 044

Moulton, Jeanne Spain, Peter

An Annotated Listing of Training Institutions Offering Communications Courses to Developing-Country Personnel.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date-Jul 78

Contract-TA-c-1472

Note-82p.; For related document, see IR 007 050

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Black Colleges, *Communications, *Developing Nations, Directories, *Educational Programs, Foreign Students, Graduate Study, Higher Education, Institutions, International Education, Programing (Broadcast), *Technical Assistance, Training, Universities

Identifiers-Canada, Non Academic Educational Institutions, Western Europe

This annotated list of institutions is the first of two documents produced in a study of training needs and opportunities in communication for development for personnel from less-developed countries. Three categories of institutions that either presently offer or have the potential to offer communication for development training are listed: U.S. universities, U.S. non-academic organizations, and Canadian and Western European organizations. Training in broadcasting and in social science approaches to communication and development are emphasized. Each institution is described briefly in terms of programs relevant to this survey, faculty and student activities, and interest expressed in further cooperation with USAID, the study's sponsor. A number of minority schools with communication programs have been included, most with a long tradition of service to predominantly black students. However, they have yet to expand into international communication or its application to development. (Author/RAO)

ED 165 800 IR 007 047

Fields, Alison F. And Others

A Comparative Analysis of Methods for Tactical Data Inputting. Technical Paper 327.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Sep 78

Note-34p.; Research sponsored by the Army Combined Arms Combat Development Activity, Fort Leavenworth, Kans.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Analysis of Variance, *Comparative Analysis, Comparative Statistics, Computer Oriented Programs, Data Bases, *Electronic Data Processing, *Input Output Analysis, *Man Machine Systems, *Methods Research, Military Organizations

Four different methods for inputting enemy situation data (1) typing, (2) typing with error correction, (3) menus (choosing appropriate entry from a list), and (4) typing with autocompletion and an English option were compared for speed, accuracy, and ease of use. Thirty-two enlisted men and women, none of whom had used the inputting techniques being studied, were randomly assigned to the four method groups. The subjects acted as intelligence staff entering information about the enemy into a computerized data base. Subjects received free text messages describing enemy actions, extracted necessary information, and entered the appropriate codes into a variation of the Enemy Situation Data Add (ESDA) format of the TOS system. Results indicated that menus were more error free than the other inputting methods; also, menus were popular among the subjects and did not have higher mean times than the other inputting methods. To maximize the benefits of the menus, special attention should be given to the design of an operational menu-based inputting system, particularly with respect to length, display speed, and item selection. Spelling correctors or autocompletion should be considered only for experienced users and in operational settings that specifically require such aids. (CMV)

Green, Robert G.
Concept Marketing of Educational Products and Services The RDAS Approach.
Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.
Pub Date-Jun 77
Note-21p.; Research Evaluation Development Paper Series No. 11
Available from-Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 (No. 806-5211, $1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Strategies, Diffusion, Educational Change, Educational Development, Educational Technology, *Instructional Materials, Interaction, *Marketing, Models

The Relating, Discovering, Advocating, and Supporting (RDAS) notion of concept selling is applied to the marketing of products and services emanating from educational research and development. The four RDAS categories are further divided into 12 sequential and interdependent tasks: Client Identification; Fact Finding; Planning; Establishing Credibility; Targeted Research; Focused Planning; Problem Analysis and Agreement; Planning the Presentation; Presenting; Facilitating the Decision; Achieving Closure; and Rediscovering. Rationale, practical suggestions, and examples related to marketing task accomplishment are presented within the discussion under each major heading. This RDAS schema provides a template against which practitioners may assess their current activities, and may serve as a basis for establishing a new genre of management and cost accounting systems that can be applied to marketing educational products and services. (Author/CMV)

ED 165 802 IR 007 050

Moulton, Jeanne Spain, Peter

A Description of 15 U.S. Training Institutions Offering Communications Courses to Developing-Country Personnel. Based on Site Visits.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date-Jul 78

Contract-TA-c-1472

Note-267p.; For related document, see IR 007 044

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors-*Communications, *Developing Nations, Directories, *Educational Programs, Foreign Students, Graduate Study, Higher Education, Institutions, *International Education, *Technical Assistance, *Training, Universities

This inventory provides information about development communication training programs for students from developing countries in Master's or Ph.D. programs or short-term non-degree training. A demand is anticipated for training specialists in different sectors agriculture, education, health, nutrition, and population in the use of communication to reach sector goals. The type of training desired will vary in time required, from short-term non-degree training to long-term Master's and doctoral level training; in place, from universities and organizations in the United States to in-country locations; and in focus, from production skills and practical problem-solving methods to high level policy-making and planning techniques to sophisticated research skills. This inventory reflects some of this variety of anticipated demand. The descriptions in this report are not meant to be comparative all the programs have different emphases but, rather, to provide information for selection of appropriate university resources to meet specific training needs. The institutions described are Cornell University, the East-West Communication Institute, Florida State University, Indiana University, Michigan State University, San Francisco State University, Stanford University, Syracuse University, and the Universities of Chicago, Hawaii, Massachusetts, Pittsburgh, Southern California, Wisconsin, and Texas. (Author/RAO)

Heinich, Robert, Ed.
Educating All Handicapped Children.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date-Jan 79
Note-381p.
Available from-Educational Technology Publications, Englewood Cliffs, New Jersey 07632
Document Not Available from EDRS.
Descriptors-Audiovisual Aids, Civil Rights, Curriculum Design, Due Process, *Educational Technology, *Exceptional Child Education, Federal Legislation, *Handicapped Children, *Individualized Instruction, Inservice Education, *Instructional Design, Instructional Media, *Mainstreaming, Media Selection
Identifiers-Education for All Handicapped Children Act

The 15 papers in this collection are based on a conference held in Annapolis, Maryland, in 1976, focusing on the reality of mainstreaming and the need for an increased knowledge base about the issues and concerns related to instructional technology in the implementation of the provisions of Public Law 94-142, the new Education for All Handicapped Children Act. Collectively, these papers, which blend the technology of instruction with many other facets of the educational process, make a case for believing that an appropriate education is one which uses the best of educational technology as part and parcel of its curriculum. Individual papers were authored by Burton Blatt, Clarence R. Calder, Jr., Barbara D. Bateman, Robert A. Weisgerber, Fred H. Wood, David Helms, Anna L. Hyer, Donald P. Ely, Patricia H. Gillespie, P. Kenneth Komoski, Diane Dormant, Sivasailam Thiagarajan, William H. Allen and Kay E. Goldberg, Thomas C. Lovitt, and Alan M. Hofmeister. (Author/RAO)

ED 165 804 IR 007 056

Morison, Patricia And Others

Exploring the Realities of Television with Children.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.

Pub Date-78

Note-19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Child Development, *Cognitive Development, Elementary Education, *Fantasy, Interviews, *Programing (Broadcast), *Realism, *Television Research, *Television Viewing

A study proposing reality and fantasy discrimination of television content as a classificatory ability sought to identify differences between subjects who were able to make sophisticated reality-fantasy judgements and those who were not, and factors which might contribute to a subject's sophistication in discrimination. Open-ended and structured interviews were conducted with 36 children in grades one, three, and six; these interviews were scored and ranked according to the subject's sophistication with and tendency to use reality and fantasy concepts, sophistication in understanding the commercial broadcast television system, and degree of program familiarity. Results indicated that high scorers in reality-fantasy judgements were distinguished from their less sophisticated grade peers by their increased spontaneous use of reality-fantasy considerations. Also, the ability to assess the reality status of various types of television was relatively independent of the child's familiarity with a variety of television programs. The findings imply that efforts to teach children about the medium of television and its conventions could improve their skills in discriminating reality from fiction on television. (CMV)

ED 165 805 IR 007 057

Broussard, E. Joseph

Factors Affecting the Use of Instructional Television in the Classroom.

Pub Date-76

Note-16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Bibliographies, *Classrooms, *Educational Television, Elementary Education, *Factor Analysis, Parent Attitudes, Teacher Attitudes, Teacher Characteristics, *Television Research, Television Viewing, *Use Studies

A study of 36 factors which could possibly limit the use of instructional television (ITV) in elementary schools consisted of an analysis of the responses to a questionnaire administered to 318 teachers who taught in kindergarten through grade six. Chi-square tests were computed for each factor in relationship to the average frequency of classroom ITV use per week. Results indicated that the 20 factors which affected the frequency of use included some teacher characteristics and attitudes, school and class size, grade level, planning and management, and ITV content. Comments by teachers indicated that a major factor in the use of ITV was public opinion toward its use. A selected bibliography of relevant research is provided. (CMV)

Dequin, Henry C.

A Guide to Selecting Learning Resource Materials and Equipment.

Illinois State Office of Education, Springfield.
Pub Date-78
Note-58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, *Audiovisual Aids, Book Reviews, Discographies, Educational Needs, Equipment Standards, Filmographies, Indexes (Locaters), Literature Reviews, *Media Selection, *Resource Guides, *Resource Materials, *Special Education, Student Needs

The process is discussed and helpful publications are reviewed for the selection of materials in three areas learning resource materials for library media programs, materials for special education, and equipment. In the first section, such factors as the need for suitable materials, the abundance of materials available, and financial limitations are considered, and 54 selection tools are described. Listed in three categories by the type of information they provide, these secondary sources include locator tools (indexes, catalogs, directories), recommended lists of materials (which provide some evaluative information in many instances), and review sources (bibliographies, mediagraphies, audiographies, discographies, and videographies). Sources for the location and evaluation of materials for special education, including individualized instruction in the implementation of Public Law 94-142, are discussed and several selection tools are reviewed. The last section includes a brief discussion of criteria for equipment selection and reviews of some publications which provide descriptive and/or evaluative information on hardware. (CWM)

ED 165 807 IR 007 071

Kaufman, Roger English, Fenwick W.

Needs Assessment: Concept and Application.

Pub Date-Jan 79

Note-359p.

Available from-Educational Technology Publications, Englewood Cliffs, New Jersey 07632

Document Not Available from EDRS.

Descriptors-Administrative Principles, Decision Making, Educational Development, *Evaluation Methods, Group Relations, *Guidelines, *Needs Assessment, Personnel, Planning, Program Development, School Systems, *Team Administration

A professor and an administrator joined forces to provide answers to two basic questions: What is needs assessment, and how does one do it? Discussion of the conceptual framework of needs assessment is based on experiences in the design and implementation of needs assessments in many states at levels ranging from state departments of education to a single classroom. Topics covered include a rationale for needs assessment; internal and external needs assessment; inputs, processes, products, outputs, and outcomes; school system management; and curriculum focus. Procedures based on operational experiences in education and training include how to get started; a general guide to Alpha Needs Assessment; conducting the Beta Needs Assessment; techniques for consensual determination; and needs assessment for project, program, and staff-development, as well as in non-educational contexts. A glossary of related terms is provided. (Author/BBM)

ED 165 808 IR 007 072

Wilkinson, Gene L.

Needs Assessment Survey of the Chatham County Media Program.

Pub Date-8 Dec 78
Note-39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Audiovisual Programs, Educational Improvement, Educational Problems, Elementary Secondary Education, Evaluation Methods, Media Specialists, *Needs Assessment, Principals, *Public School Systems, Public School Teachers, Questionnaires, *School Surveys

A needs assessment survey was conducted as part of a study initiated by the Chatham County Public School System in Savannah, Georgia, to improve the educational opportunities available to learners within the school system. The two-part survey, dealing with problem area aspects of building and system level media programs, followed a standard form of discrepancy rating analysis, and assessed the perceptions and desires of teachers, principals, and media specialists in the Chatham system. All 391 teachers, principals, and media specialists who participated in the survey were asked to respond to the building level survey, while only media specialists and principals were asked to respond to the system level survey. A data analysis was conducted for each of the major sub-populations and for each of these groups by level of school. Major problem area aspects identified at the building level by all sub-populations included (1) provision of facilities for the local production of instructional materials, (2) use of instructional television as a basic component of the instructional program, and (3) provision of assistance with the local production of instructional materials. Appendices include samples of system and building level survey forms and analysis work sheets. (CMV)

ED 165 809 IR 007 076

Rosario, Florangel Z.

A Researcher's Guide to Social-Psychological-Communication Variables in Family Planning Research.

Hawaii Univ., Honolulu. East-West Center.
Pub Date-Jun 73
Note-35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption (Ideas), *Annotated Bibliographies, Attitudes, Communication (Thought Transfer), Diffusion, *Family Planning, *Predictor Variables, Research Methodology, *Social Science Research

The 274 citations presented were selected from family planning research studies completed between 1946 and 1972 using social, psychological, and communication variables. The entries are numbered consecutively, and methodological summaries following each reference cover (1) researcher and/or sponsoring agency, (2) independent variables, (3) research locale, (4) research design, (5) data-gathering methods, (6) type of respondent, and (7) type of sampling. Most of the references cited are empirical studies in family planning communication, and are social-psychological in orientation, dealing with perception, motivation, communication, knowledge, attitudes, and practice variables. A few are comparative studies or attempts to synthesize existing material or to suggest possible application to existing action programs. Some are unpublished studies which have been described in articles. Guides at the end of the paper show the distribution of studies according to research locale and independent variable, with numbers referring to the bibliographic reference. (Author/CMV)

ED 165 810 IR 007 077

Daugherty, Deborah Mertens, Donna M.

A Summative Evaluation of Teaching the Young Handicapped Child: Spring 1978.

Appalachian Education Satellite Project, Lexington, Ky.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-77p.; For related document, see IR 007 078 ; Parts marginally legible

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Communication Satellites, *Educational Technology, *Exceptional Child Education, Handicapped Children, *Inservice Teacher Education, *Mainstreaming, Preschool Education, Primary Education, Seminars, Summative Evaluation, Telecommunication, *Workshops

This report documents the second delivery of ``Teaching the Young Handicapped Child: An Overview,'' an inservice course on mainstreaming for teachers of children from three to eight years of age, which was developed by the Appalachian Education Satellite Program (AESP) and Project PUSH (Parents Understanding Student Handicaps) in response to the passage of the Education for All Handicapped Children Act (PL 94-142). Designed primarily to reach teachers in the rural areas of Appalachia, the course consisted of five basic components: videotaped programs, live interactive seminars, in-class activities, practicum, and printed ancillary materials. Some of the activities and materials were modified on the basis of evaluation data from the first delivery of the course in the fall of 1977. The 270 participants in this revised course were located in 34 sites throughout the Appalachian region. (RAO)

ED 165 811 IR 007 078

Perritt, Lea J., Ed. Mertens, Donna M., Ed.
Summative Evaluation of Workshops: Spring, 1978.
Appalachian Education Satellite Project, Lexington, Ky.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Note-136p.; For related documents, see IR 006 650 and 007 077
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Art Appreciation, *Communication Satellites, Copyrights, Educational Finance, *Educational Technology, Energy Conservation, Evaluation, Health Services, *Inservice Education, Older Adults, Self Concept, *Seminars, *Telecommunication, Values, *Workshops

The ten workshops described were delivered by the Appalachian Education Satellite Program (AESP), which was established in 1971 to determine the feasibility of satellite delivery of graduate and undergraduate courses to educators in the Appalachian region. AESP programming was expanded in 1977 to include workshops for such audiences as human resource, medical and health, business and industrial, and government personnel, as well as educators; topics covered in the spring 1978 workshops included the arts and aging, resource conservation for educational institutions, the University of Cincinnati external degree program in health planning/administration, developing a positive self-concept, an AESP advisory board teleconference, teacher values and discipline, and copyright law. Evaluation instruments were completed by both participants and site monitors following each workshop in order to evaluate student satisfaction, achievement of the objectives defined for each program, the technical quality of the broadcast, and interest in future AESP programming. (Author/RAO)

Leonard, Lawrence E., Comp. Erteschik, Ann M., Comp.

Federal Programs for Libraries: A Directory.

Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Aug 78

Note-67p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (260-934/2092 1-3)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, *Directories, *Federal Aid, Federal Government, *Federal Programs, *Financial Support, Grants, *Libraries, Library Programs, Program Descriptions, Qualifications, State Libraries, Tables (Data), Writing

This directory provides information on nine Federal library programs and 72 Federal library-related programs, as well as a bibliography of publications on the grants application process. While it provides a guide to funding sources, it is intended only to lead libraries to possible funding sources rather than serving as a complete information source. Of the four main sections, the first contains an annotated listing of 20 existing directories and other current publications relevant to library-related funding sources. The next lists nine Federal programs that provide direct support for library projects. Programs are arranged alphabetically by the name of the authorizing Act, and program descriptions include authorizing legislation, program purpose, fund uses, applicant eligibility requirements, grant type, level of funding, grant range, average grant, application/program source, and application closing date when available. The 72 library-related Federal programs listed in the next section are arranged alphabetically by program title, and include program descriptions providing the same information as the Federal program listings. A selected bibliography of publications on grantsmanship follows. Indexes by applicant eligibility, authorization, Federal agency, and subject area are also included, followed by a directory of state library agencies in the United States. (Author/MBR)

ED 165 813 IR 007 159

Erteschik, Ann M., Comp. And Others

Public Library Construction 1965-1978. The Federal Contribution Through the Library Services and Construction Act.

Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Aug 78

Note-31p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (260-934/2092 1-3)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Construction Programs, Costs, Facility Improvement, *Federal Aid, *Federal Legislation, Library Services, Projects, *Public Libraries, Tables (Data), Trend Analysis

Identifiers-*Library Services and Construction Act

This report analyzes some of the data from documentation submitted by the individual states for federal financial assistance through the Library Services and Construction Act to meet public library construction needs between 1965 and 1978. The impact of the LSCA library construction program is described in terms of the cutting of costs, the population affected, and the numbers and types of projects funded. The main goals of construction increased space, seating capacity, and book volume capacity are discussed in terms of the improved library services they have fostered. The other priorities of LSCA reaching isolated rural areas, and meeting special information needs of library patrons are discussed in terms of their fulfillment by construction funding. Several construction projects and their resulting service improvements are included to illustrate this relationship. Summaries of LSCA program highlights and future trends are followed by tables presenting expenditures by state and funding source, as well as by population density and type of construction; population served through the projects; number of projects; and affected floor area, added seating capacity, and added book volume capacity by state, population density, and type of construction and library. (MBR)

ED 165 814 JC 780 583

Budget Model.

Washington State Board for Community Coll. Education, Olympia.

Pub Date-Feb 78

Note-74p.; Appendices, illustrating printouts from the Automated Computerized Model, have been deleted due to poor reproducibility

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Budgeting, College Administration, Community Colleges, *Computer Oriented Programs, Costs, *Educational Finance, Expenditure Per Student, Financial Needs, Financial Policy, *Junior Colleges, Mathematical Models, Operating Expenses, Program Budgeting, *Resource Allocations

Computerized formula-driven budget models are used by the Washington community college system to define resource needs for legislative budget requests and to distribute legislative appropriations among 22 community college districts. This manual outlines the sources of information needed to operate the model and illustrates the principles on which the formulas work. Budget schedule forms are presented for five formula areas. The instructional program formula entails the greatest resource need, providing funds for faculty and faculty supervision, support personnel, supplies, and equipment. The number of students and their distribution over the instructional disciplines are the primary determinants of resource needs. The library and learning resource center formula is comprised of resources for the acquisition and maintenance of library collection units, for professional and support staff, and for operating costs. The plant operation and maintenance formula provides funds to cover staffing and non-labor costs of building and grounds maintenance, janitorial and trucking services, utilities, administration, and police, fire, and safety. The student services formula provides a basic complement of staff regardless of college size, beyond which a variable staff requirement is related to enrollments. The institutional support formula provides for the requirements of institutional administration and general expense functions. (MB)

ED 165 815 JC 790 017

Tillberg, Rebecca
1978-1979 Fall Enrollment Analysis.
Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Pub Date-Dec 78
Note-63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Community Colleges, Courses, Day Students, *Declining Enrollment, Enrollment, *Enrollment Influences, *Enrollment Rate, Enrollment Trends, *Junior Colleges, Multicampus Districts, Retrenchment, *Student Characteristics
Identifiers-California (Los Angeles), Weekly Student Contact Hours

Enrollment in the Los Angeles Community Colleges in fall 1978 dropped to 124,523, a 3.7% decrease from fall 1977. Instructional Television and West Los Angeles College showed the only increases, although the increase at West (and the decrease at Trade-Technical College) were related to the administrative tranfer of the Airport Center from Trade to West in spring 1978. Weekly student contact hours (WSCH) the number of class hours in which students are enrolled each week dropped 4.4% in fall 1978. Student load WSCH per student declined to 9.75 hours in fall 1978, continuing the long-standing trend toward lighter class loads among students. However, day loads increased for the first time since 1973. One factor in the enrollment decline in fall 1978 was the approximate 9% reduction district-wide in the number of classes offered, a cut of perhaps 1,200 classes. A second factor may have been the loss of some students to neighboring districts in the wake of the summer sessions cancellation in Los Angeles. Preliminary figures indicated that the statewide decline in community college enrollment exceeded the decline in Los Angeles. Under the target budget system of community college financing in effect for 1978-79, state apportionment was not linked to enrollment. Data tables outline enrollments and student characteristics district-wide and for each of the nine campuses. (Author/MB)

ED 165 816 JC 790 022

A Master Plan for Postsecondary Education in Hawaii, 1977-1982.

Hawaii State Postsecondary Education Commission, Honolulu.

Pub Date-Sep 77

Note-154p.; For a related document, see JC 790 023 ; Proposal presented by the Steering Committee on the Master Plan

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Demography, Educational Coordination, Educational Finance, *Educational Planning, Institutional Characteristics, Junior Colleges, *Master Plans, *Postsecondary Education, State Legislation, *Statewide Planning

Identifiers-*Hawaii

A master plan proposal for postsecondary education in Hawaii for 1977-1982 is presented. The goal for this overall program is to provide all qualified people of Hawaii an equal opportunity for quality education through public and independent institutions. Objectives include: (1) provision of a diversity of vocational, academic, and professional program offerings; (2) assessment of quality; (3) provision of access to all willing and able to benefit; (4) assurance of adequate state financing; and (5) coordination of educational resources. Outlined in this report are state characteristics in terms of population, economy, planning efforts, and college-going rates; and characteristics of the diverse postsecondary education institutions University of Hawaii; the independent colleges; the Western Interstate Commission for Higher Education; the East-West Center; the Adult Education Program; licensed trade, technical, and vocational schools; and out-of-state degree-granting institutions. A system of planning for postsecondary education is also outlined. Appendices contain legislation on postsecondary education, a list of members of the postsecondary education commission, data tables on state and institutional characteristics, and self-assessments of the postsecondary institutions. (MB)

ED 165 817 JC 790 023

1978 Update: A Supplement to the 1977 Master Plan for Postsecondary Education in Hawaii.
Hawaii State Postsecondary Education Commission, Honolulu.
Pub Date-Oct 78
Note-164p.; For a related document, see JC 790 022
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Accreditation (Institutions), Correspondence Schools, Educational Coordination, Educational Planning, Institutional Characteristics, Junior Colleges, *Master Plans, *Postsecondary Education, State Legislation, *State Licensing Boards, State Surveys, *Stat[illegible] Planning, Technical Institutes, Vocational Education, Voca[illegible]hools
Identi[illegible]waii

This 1978 update supplements the "Master Plan for Postsecondary Education in Hawaii" by presenting information on the following types of institutions that offer instruction in Hawaii: out-of-state degree-granting institutions; trade, technical, and vocational schools; and correspondence schools with agents licensed by the state. There is also a description of the state's licensing/approving agencies: the Department of Regulatory Agencies which licenses degree-granting institutions; the Department of Education which licenses trade, technical, and vocational schools and the agents of correspondence schools; and the State Approving Agency for Veteran Training. Institutions were asked to provide data on their programs, enrollments, tuition, and staffing; to discuss plans for significant changes; and to define problems in their areas of postsecondary education. Research findings and recommendations in the areas of diversity, quality, access, financing, and coordination of postsecondary education institutions are also outlined. Appendices contain a list of commission members, college fact sheet forms, responses by various institutions, and a brief review of the literature on accreditation and state licensing. (Author/MB)

ED 165 818 JC 790 036

Smydra, Martha Kochenour, Edith

A Summary of a Study of Adult Students at Jefferson Community College.

Jefferson Community Coll., Louisville, Ky.

Pub Date-May 78

Note-25p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Aspiration, *Adult Students, Age, Black Students, Caucasian Students, Community Colleges, Educational Background, Enrollment Trends, Females, Junior Colleges, *Junior College Students, Males, Married Students, *School Surveys, Student Attitudes, *Student Characteristics, Student Employment, *Student Needs, Student Personnel Services, Student Problems, Teacher Attitudes

In order to assess the needs and determine the demographic, educational, employment, and enrollment characteristics of the 60-70% of the students attending Jefferson Community College (JCC) who were over 24 years of age, surveys were conducted of faculty and a random sample (N 302) of the 3,160 adult students enrolled during 1976-1977. Response rate was 70.3%. The study revealed that JCC followed national trends in increases in adult and female enrollments. Specific student characteristics focused on by the study included: age; sex; race; marital status; extent of family responsibilities; educational characteristics, such as highest degree attained, and attendance patterns (full- or part-time, day or night classes); employment and financial responsibilities, specifically no, full-, or part-time employment and other sources of financial support; reasons for returning to school; sources of influence to return to school; obstacles prior to and after enrollment; time between decision to enroll and enrollment; consideration of dropping out; persistence and performance factors in academic adjustment; number of semesters completed at JCC; faculty perceptions of adult students; and student attitudes toward JCC and its services. Sex and race variables were used to create sub-groups in the study, and other findings are expressed in these terms. Recommendations are included. (MB)

ED 165 819 JC 790 040

The Academic Crossover Report. Community Colleges, Fall 1978.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date-Dec 78
Note-17p.; Pages 9-50 of the original document, containing data for individual campuses, have been deleted due to irreproducibility. Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*College Majors, Community Colleges, *Courses, *Enrollment, Enrollment Trends, *General Education, *Junior Colleges, Liberal Arts Majors, *Vocational Education
Identifiers-*Hawaii

Patterns of course distribution by subject areas and of courses taken by various majors are described in this report on Hawaii community colleges. Distribution of courses by educational objective indicates: certificate students were taking 72% of their work in vocational courses; associate of arts degree students were taking 88% of their work in general education courses; and associate of science degree students were taking 61% of their work in vocational courses. Distribution by majors reveals that liberal arts students continued to take the bulk of their work in general education (88%); vocational majors continued to take most of their work in vocational courses (63%); and unclassified students took two-thirds of their courses in general education. As in the past, liberal arts majors were the largest consumers of general education courses, generating 65% of all Student Semester Hours (SSH); vocational majors and unclassified students were responsible for 29% and 5%, respectively, of all SSH generated in general education. Vocational students continued to generate the bulk of vocational SSH (80%) followed by liberal arts majors and unclassified students (15% and 4%, respectively). An appendix outlines crossover major groupings. (MB)

Report of the Senate Select Committee on Community Junior Colleges.
Missouri State General Assembly, Jefferson City. Senate.
Pub Date-27 Dec 78
Note-73p.; Appendix E may reproduce poorly due to small size of type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Access to Education, Capital Outlay (for Fixed Assets), Community Colleges, Delivery Systems, Educational Finance, *Finance Reform, *Full State Funding, Geographic Location, Governance, Hearings, Institutional Autonomy, *Junior Colleges, Postsecondary Education, Property Taxes, State Aid, *State Legislation, State School District Relationship, Tax Support
Identifiers-*Missouri, Redistricting

The inability of Missouri community college districts which serve 54% of the state's population but cover only 17% of the state's area to enlarge their property tax support base, pass capital bond issues, or to increase operational levies gave rise to a legislative study of four major issues: existing laws covering community colleges; the relationship and impact of community colleges to other institutions of higher education; the relationship of the colleges to the community; and the future development needs for community colleges, both substantive and financial. Public hearings were held and factual data from other states and other studies were collected. Testimony focused on the role and scope of the community colleges, industrial impact, financial alternatives, and the importance of local autonomy for the survival and growth of the colleges. The Senate Committee endorsed the following recommendations: (1) full statewide redistricting on a three-year trial basis, involving existing two-year, regional, and state colleges in either direct or contracted delivery of community college services; (2) full state funding for community college operations and capital improvements, phased in over a five-year period with concurrent property tax reduction; (3) local control through elected boards of trustees; and (4) assumption of responsibility for program coordination, fee approval, and state appropriations by the Coordinating Board of Higher Education. Current and proposed legislation and selected statistical data are appended. (MB)

ED 165 821 JC 790 079

Baker, John

A Survey to Determine to What Extent Ohlone College Is Meeting the Needs of Student Athletes.

Pub Date-28 Dec 78
Note-40p.; Ed. D. Practicum, Nova University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Athletes, Athletic Coaches, *Athletics, Community Colleges, Institutional Characteristics, *Junior Colleges, Participant Satisfaction, School Surveys, Student Attitudes, *Student Behavior, *Student Characteristics, *Student Needs, Teacher Role

A questionnaire was administered to all 1978 fall quarter student athletes at Ohlone College (California) to assess their goals and needs, and to find out to what degree student experience matched expectation. There was an 86% (N 85) response rate from the varsity men and women teams (volleyball, field hockey, soccer, water polo, and football). Most of the athletes were between 18 and 19 years of age, lived with their families, and were employed part-time. Most were seeking a four-year or higher degree and planned to continue with a full load winter quarter. Students overall reported positive experiences with their classes and instructors; however, 58% had never talked to an instructor about course work out of class. Over half of the students (60%) had little contact with the counseling department regarding future plans. Athletes also reported little use of the learning resources center. Studying was done on a limited basis, with few athletes studying on weekends. Generally, athletes came to Ohlone because of the coaching and most believed they had become better athletes. They reported receiving little support from their coaches during off-season. It was recommended that the coaching staff meet with faculty, counselors, and library staff to determine ways that services could become more useful to the student athlete. (Author/MB)

ED 165 822 JC 790 080

The 1978 CETA Act: How AACJC Can Participate.

American Association of Community and Junior Colleges, Washington, D.C. Office of Governmental Affairs.

Pub Date-10 Jan 79
Note-34p.; Pages 31-54 of the original document containing pages 59141-59164 of Federal Register, vol. 43, no. 244 Tuesday, December 19, 1978 have been deleted due to irreproducibility
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D.C. 20036
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-College Programs, College Role, Community Colleges, Contracts, Employment Opportunities, *Employment Programs, *Federal Aid, Federal Legislation, *Federal Programs, Fund Raising, Government School Relationship, Interagency Coordination, *Job Training, *Junior Colleges, Unemployed
Identifiers-*Comprehensive Employment and Training Act

In an effort to assist members of the American Association of Community and Junior Colleges (AACJC) in working to implement the Comprehensive Employment and Training Act (CETA), information is provided and issues are considered which are of concern to CETA prime sponsors and representatives of education. The issues include the goal of CETA to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons, and the role of local, state, and federal agencies in implementing CETA legislation. The information contained in this document includes: (1) consideration of opportunities for education and excerpts and summaries of corresponding legislation from CETA of 1978; (2) an AACJC brief, summarizing CETA legislation; (3) a list of possible services under CETA (e.g., outreach, basic skill training, career counseling, and day care services); and (4) steps in the process of applying for CETA funds from a prime sponsor. Also included is a prime sponsor/education agreement checklist which covers assessment of existing resources, program description, program outcome and evaluation, and program administration. A final section discusses the contracting process and supplies a model contract. (MB)

ED 165 823 JC 790 085

Taylor, Helen L. Sally

Social Work Content in the Early Childhood Education Curriculum: Needs and Recommendations.

Pub Date-Jul 78
Note-113p.; Master of Science Thesis, Central Washington University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Annotated Bibliographies, Community Colleges, Day Care Services, *Early Childhood Education, Evaluation Criteria, Graduate Surveys, Human Services, *Job Training, *Junior Colleges, Literature Reviews, *Paraprofessional School Personnel, *Participant Satisfaction, *Program Evaluation, Social Services, Vocational Education
Identifiers-Washington

A survey of Washington State community college early childhood education (ECE) graduates was conducted to discover whether they performed and were adequately trained to perform a variety of social and human services tasks. These include outreach, broker, evaluator, teacher, behavior modifier, mobilizer (promoting neighborhood programs), consultant, community planner, data manager, administrator and enabler (providing services to those who require means of support). Questionnaires were mailed to 134 ECE students who graduated from one of the state's 12 accredited ECE training programs in 1976. Study findings reveal that in child care settings ECE graduates (paraprofessionals) provided a significant percentage (42.4%) of the social services under consideration. A majority of the employed graduates were satisfied with the general training they had received, but 30.2% were dissatisfied with their social and human services training. Increased training in these skills was recommended by 86% of the respondents. An extensive review is included of the literature related to the roles outlined above, and to social services in day care, in Head Start, and in public schools. An annotated bibliography and recommendations for improving ECE training programs are included, and appendices contain the survey instrument and a course outline for social workers in day care. (MB)

ED 165 824 JC 790 092

Selected Characteristics of Full-Time Professional Staff, Community Colleges, Fall 1978.

Hawaii Univ., Honolulu. Community Coll. System.
Report No.-CC-IRP-117
Pub Date-Jan 79
Note-21p.; Pages 9-22 of the original document, which break down the data by campus, have been deleted and are not included in the pagination; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age, *College Faculty, Community Colleges, Degrees (Titles), Females, General Education, *Instructional Staff, *Junior Colleges, Males, Part Time Teachers, Personnel Data, Salary Differentials, *Teacher Characteristics, *Teacher Salaries, *Tenure, Vocational Education
Identifiers-*Hawaii

The focus of this report is upon full-time faculty members at the seven campuses of the Hawaii Community College System, but additional information is provided on part-time faculty and lecturers. Data are summarized for the following characteristics: sex, academic background, tenure status, age, program category, average salary, and salary range. Study findings include: (1) the number of professional staff increased from 1,040 in fall 1977 to 1,053 in 1978; of these, 66% were full-time appointees; (2) the number of full- and part-time professional staff increased, while the number of lecturers decreased; (3) with regard to the 699 full-time professional staff, almost 66% were males; 74% were engaged in instruction; the average age was 42 years old; and 63% held master's degrees; (4) with regard to the 519 full-time instructors, 64% were males (revealing an increase in the proportion of females); 51% were general education instructors; their average salary had increased from $19,022 to $19,229 over the previous year; 64% were tenured; and 61% held master's degrees; and (5) the lecturer profile continued to reveal a 37-year-old male, with a master's degree, teaching general education courses, earning an average of $2,319 per semester. An appendix summarizes staff data for institutional support, academic support, student services, public service, and instruction categories. (AYC)

ED 165 825 JC 790 093

Bakshis, R. D.

1973 College of DuPage Graduates Five Year Follow-Up.

College of DuPage, Glen Ellyn, Ill.
Report No.-C/D-TR-A-69-784
Pub Date-Nov 78
Note-30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Aspiration, College Graduates, College Majors, Community Colleges, Degrees (Titles), *Employment Trends, *Graduate Surveys, *Junior Colleges, Occupational Mobility, Promotion (Occupational), Questionnaires, *Relevance (Education), Transfer Students, Vocational Followup
Identifiers-Student Objectives

In order to ascertain how successful graduates of the College of DuPage were in attaining their original academic goals, questionnaires were mailed to 943 graduates five years after their graduation in 1973. Response rate was 26%. Survey findings revealed that: (1) of the 223 respondents, 76% felt they had been "very successful" in attaining their original goals for 132 respondents, this goal was baccalaureate transfer; (2) 85% of those who transferred to a four-year institution received their baccalaureate degree within five years; (3) most respondents had entered the work force, 77% of them in a field for which they had been trained; (4) there was a distinct increase in the number of employers for which graduates worked when compared to findings of previous follow-ups; (5) 68% of employed respondents reported a job advancement, with alumni who had changed employers advancing at a higher rate; and (6) DuPage graduates tended to remain in the geographical vicinity of the college. Data tables also present employment characteristics by declared major. The one-, three-, and five-year follow-up questionnaires and the raw data from these surveys are included. (MB)

ED 165 826 JC 790 094

Bakshis, Robert Godshalk, James

Sex Bias in Traditionally Male Occupational Programs.

College of DuPage, Glen Ellyn, Ill.
Report No.-C/D-IR-A-56-781
Pub Date- 78
Note-43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Admission Criteria, Bias, Community Colleges, Equal Opportunities (Jobs), *Females, *Junior Colleges, *Sex Discrimination, *Sex Stereotypes, Student Attitudes, Surveys, Teacher Attitudes, Technical Education, Technical Occupations, Vocational Education
Identifiers-*Nontraditional Occupations

To evaluate potential sources of female sex bias and sex stereotyping within traditionally male occupational programs at the College of DuPage, programs with low female enrollment were selected for study: air conditioning and refrigeration, architectural drafting, auto service, building construction, criminal justice, electronics, fire science, graphic arts, manufacturing technology, plastics, and supermarket management. A three-part research design surveyed (1) men and women randomly selected from all winter 1978 registrants, (2) women enrolled in the specified occupational programs, and (3) occupational coordinators. Findings indicated that parents, friends, and childhood experiences ranked highest as sources of women's initial interest in the non-traditional occupational programs. Most of these women planned further study in their field either at the college or a four-year institution. All groups indicated that they did not believe their sex precluded their entry into college programs. Potential sources of sex bias at the college were consistently rated lower than potential sources of sex bias outside the college. Published materials such as textbooks, occupational literature and information about programs were rated as having the greatest potential for sex bias. Half of the occupational coordinators reported that there were places in their programs for women, but the other half felt opportunities were limited based on physical ability. (Author/MB)

ED 165 827 JC 790 098

Coordination and Governance in Colorado Postsecondary Education.

Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date- 77
Note-10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Agency Role, *Board of Education Role, Community Colleges, *Educational Coordination, *Governance, Governing Boards, *Junior Colleges, State Agencies, *State Boards of Education, Statewide Planning
Identifiers-*Colorado

In support of a legislative examination of the governance, role, and mission of Colorado's institutions of higher education, this paper presents the position of the Colorado State Board for Community Colleges on postsecondary coordination and governance. Of the several approaches toward statewide coordination or governance that have been attempted in various states, Colorado selected the coordination approach in 1965 when the General Assembly created the Colorado Commission on Higher Education as a planning and coordinating agency. Since then the governance structure in postsecondary education has changed, but the Commission remains active in student financial aid and outreach instruction. Another significant event occurred in 1967 when the State Board for Community College and Occupational Education and the state system for community colleges (wherein each institution has a College Council serving as an interface between the State Board and the local community) were established. The advantages of this system have been revealed in numerous studies. They lie in its increased flexibility, adaptability, and effectiveness; in the ability of the coordinating agencies to act as an umbrella under which the various constituencies can be placed; and in the provision of a balanced view of local and state needs and resources. An appendix contains role and mission statements from Colorado's community and junior colleges. (AYC)

ED 165 828 JC 790 100

Criteria for Establishing and Maintaining State-Supported Community Junior Colleges in Colorado.

Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date- 77
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Access to Education, Board of Education Policy, Community Colleges, *Declining Enrollment, Educational Objectives, Enrollment Trends, Financial Problems, Financial Support, Full State Funding, *Junior Colleges, Rural Schools, *Small Colleges, State Legislation, *Statewide Planning, Student Recruitment, Tuition
Identifiers-*Colorado

Following an overview of the growth of publicly supported junior colleges in Colorado and corresponding state legislation and policies of the Colorado State Board for Community Colleges and Occupational Education, this paper presents the present position of the Board on issues of student access and the establishment and maintenance of community colleges. Their long-term goal is that every Colorado resident above the age of 16, not currently in high school, should have access to a comprehensive community college within thirty minutes from his residence. However, a number of state-level decisions have contributed to a reduction in enrollment among some rural community colleges; these include the establishment of seven community colleges, increases in tuition, statutory limitations on local district funding increases, and curtailment of state participation in local capital construction. Enrollment declines at rural colleges, caused by new urban colleges, tuition surcharges, and elimination of state support for intercollegiate athletic programs, have been offset in some cases by the development of new and unique programs. The State Board supports the following ideas to increase student access and enrollment: reducing or eliminating in-state tuition at rural institutions, limiting numbers of high school students at doctoral-granting institutions, and reducing student-faculty ratios at small colleges with increases in state support. (MB)

ED 165 829 JC 790 101

Thompson, Fred A.

'TIP' in a Community College Setting.

Riverside City Coll., Calif.

Pub Date-2 Dec 78

Note-34p.; Paper presented at the "Innovations in Teaching the Introductory Course" symposium (St. Louis, Missouri, December 2, 1978). Appendix A has deleted due to irreproducibility

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Community Colleges, *Computer Assisted Instruction, Computer Oriented Programs, Cost Effectiveness, Course Content, *Individualized Instruction, *Junior Colleges, Program Costs, *Program Descriptions, Student Reaction, *Teacher Role, Teaching Methods

Identifiers-*Teaching Information Processing System

The Teaching Information Processing System (TIPS), a computer-augmented instructional aid, provides individualized instruction for large numbers of students. The TIPS procedure involves the following: (1) instructor preparation of a detailed course outline; (2) delineation of course concept areas and objectives; (3) creation and weekly administration to students of TIPS surveys of multiple-choice questions sampling learning achievement; (4) creation of decision rules for question groupings in order to prescribe individualized assignments; (5) computer coding of survey answer key, concept areas, decision rules, and prescriptions; (6) instructor feedback to student assignments; and (7) administration of hour-long examinations. An evaluation of TIPS' effectiveness was demonstrated by a 10% improvement in the average score of students using the system. Though both high and low ability students were seen to benefit, underachieving students typically benefited more. Student reaction to TIPS was also favorable. Though the costs of implementing TIPS which include computer time and salaries of teacher assistants and readers are considerable, and though the expenditure of instructors' time was greater than expected, these factors must be balanced against the ability of instructors to handle larger numbers of students and the incremental learning gain of these students. Appendices illustrate aspects of TIPS. (MB)

ED 165 830 JC 790 102

Minorities in Technical Education: A Report of the Community Task Force for Expanding Minority Opportunities in Technical Education. A One Year Assessment.

Stark Technical Coll., Canton, Ohio.
Spons Agency-Ohio Board of Regents, Columbus.
Pub Date-Jun 77
Note-97p.; Pages 78-83 and 89-90 contain copyrighted material and are therefore not available; They are not included in the pagination
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Access to Education, Black Employment, *Blacks, Community Action, Community Colleges, Community Consultants, Cooperative Education, Guidance, *Junior Colleges, Minority Groups, School Community Relationship, Student Financial Aid, Student Recruitment, *Technical Education, Technical Occupations, Unemployed, *Unemployment, Workshops

Under a Title I grant of the Higher Education Act of 1965, Stark Technical College initiated a community task force for expanding minority opportunities in technical education. The task force, composed of community leaders and college representatives, became operational during the 1976-77 academic year. The need for this program was seen in the high unemployment situation of the area's black population. The task force met in workshop sessions focusing on the problem areas that have interfered with access to career opportunities that would be available to the black minority upon completion of associate degree programs in technical education. Specific areas of concern included financial aid, career guidance, developmental education, cooperative education, relationship of business and industry to the technical college, and the impact of technical education. Recommendations for financial aids, recruitment, community education, role models for success, and placement are outlined. An evaluation survey instrument relating to task force objectives is included. (MB)

ED 165 831 JC 790 103

Dib, Elias L.

An Investigation of Selected Community College Programs for Older Adults.

Pub Date-2 Dec 78
Note-54p.; Graduate seminar paper, Pepperdine University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Community Colleges, Community Services, *Financial Problems, Financial Support, *Junior Colleges, Literature Reviews, *Older Adults, Program Administration, *Program Descriptions, Retrenchment, Special Programs, State Aid
Identifiers-*California, Proposition 13 (California 1978)

The special needs of older adults in relation to community colleges were studied with the intent to (1) identify Southern California community colleges which have a special program for older adults, (2) identify and report the characteristics of selected programs, and (3) delineate the effect of Proposition 13 and under-financing for programs. Of the 55 Southern California community college catalogs reviewed, 19 were found to have special programs for older adults. Of these, 6 colleges were visited and the directors of the programs were interviewed in the areas of instructional services, community services, financing, organization, and plans for the next two years. Efforts to bring older adults out of an isolated environment was a major goal for most of the programs visited. It was recognized that the aging do not have similar goals to those of the traditional student. Most of the community service programs were academic in nature, serving to facilitate re-entry into higher education. Primary funding for these programs were from institutional sources as a result of Proposition 13. Plans for the future focused on finding ways to keep the programs going financially. A review of the literature, recommendations, and a bibliography are included. (MB)

ED 165 832 JC 790 104

McDaniel, Walter A.
Child Care Program Feasibility Study.
Atlantic Community Coll., Mays Landing, N.J.
Pub Date-Mar 78
Note-29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Associate Degrees, *Child Care Centers, *Child Care Occupations, Community Colleges, Curriculum Planning, Day Care Services, *Employer Attitudes, Employment Opportunities, *Junior Colleges, *Manpower Needs, Needs Assessment, Occupational Surveys, Paraprofessional Personnel

A survey of 35 Cape-Atlantic child day care centers was conducted to examine the possibility of establishing a child care curriculum at Atlantic Community College. The facilities contacted were divided into four groups: nursery, private, church-related, and hospital-related. It was found that privately operated facilities accounted for approximately 50% of the respondents. The survey revealed that 1,861 children were served by these centers; 95% were between the ages of two and five years, 69% attended full-day sessions, and children in 89% of the centers were supervised by teachers who held baccalaureate degrees. Staffing patterns varied for each facility. A total of 215 individuals were employed by the 35 facilities. Teachers composed 25% and teacher's aides composed 27%. A ratio of children served to staff employed was 1:9. With respect to personnel training, 29% indicated that tuition was the main source of funding, while 34% relied on state and federal funding. Thirty-five percent of the facilities planned expansion of operations and 23% anticipated opening additional positions. Of the individuals interviewed, 89% felt that there were employment possibilities for persons with an Associate of Applied Science Degree in Child Care. All respondents felt that there was a need for such a program. (Author/MB)

ED 165 833 JC 790 105

Report on Follow-Up Data Regarding Graduates of Transfer and Career Programs.

Rockland Community Coll., Suffern, N.Y.
Pub Date-30 Apr 78
Note-24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Colleges, Curriculum Evaluation, Employer Attitudes, Employment Patterns, *Followup Studies, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Student Attitudes, Student Characteristics, Transfer Students, Vocational Education

A random sample of 500 graduates (from a total population of 4,046) of Rockland Community College (RCC) were surveyed in two groups, humanities/social science graduates and career program graduates. Career graduates were also individually interviewed. The overall response rate was 52%; telephone checks of non-respondents indicated no respondent bias. Data were also gathered from 15 employers of RCC graduates in the fields of nursing, criminal justice, secretarial skills, and data processing. Sixty-seven percent of the respondents were female, though no significant differences with male responses were indicated. Other respondent characteristics were typical of the school population: 60% were under 30 years of age and 95% were white. Responses revealed that 75% of the graduates continued to a four-year institution and received bachelor's degrees. For humanities/social science graduates this percentage was 83%, for career program graduates, 67%. The data suggested that many students tended to commute to other institutions and thus remained members of the community. In general, three-fourths of the graduates were working in the field of their choice. No significant correlations were found between salary and age, salary and number of jobs, or salary and degree earned. An overwhelming majority of comments indicated that the work at RCC was too easy. Employers consistently rated graduate employees highly. The survey instruments are appended. (MB)

ED 165 834 JC 790 107

Clavner, Jerry B.

Games and Simulations in Developmental Education.

Pub Date-Oct 77
Note-36p.; A working paper presented at the Annual Ohio Developmental Education Conference (5th, October 14-15, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Cognitive Style, Community Colleges, *Developmental Programs, *Games, *Junior Colleges, Learning Activities, *Low Achievers, *Remedial Instruction, *Simulation, Teacher Developed Materials, Teaching Methods

Developmental education activities should attempt to provide experiences which do not hold the student back from the normal flow of learning and which utilize processes already in the student's repertoire. Virtually all areas of developmental instruction can be supplemented with games and simulations, that is, activities designed to show the process of a possible or actual reality in which roles, resources, rules, and goals are specified. Games and simulations are discrete, complete, and logical. They are approximations, just as laboratory situations or apprenticeships approximate real work situations. In designing or using games, one should (1) determine what the student is to learn; (2) determine what proto-processes or pre-concepts are necessary to do the behavior; (3) design the general structure of the game by specifying roles, goals, resources, interactions, sequence of events, and external factors; (4) write out the game as a process; (5) design the materials; (6) write the rules; (7) evaluate and revise the game; and (8) pre-test and evaluate the game again. There must be a point to playing the game and that point must be made clear to the student. Behavioral objectives must be clearly spelled out and measured accurately. Whether used in the classroom or in a supplementary learning environment, games and simulations can help the learner gain the advantages of skill facility in the application of a particular discipline's terms and concepts. (Author/MB)

ED 165 835 JC 790 108

Advisory Committee Handbook.

Bergen Community Coll., Paramus, N.J.

Note-46p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Administrative Organization, *Administrative Policy, Adult Education, *Advisory Committees, Community Colleges, *Guidelines, *Junior Colleges, School Community Relationship, Vocational Education

This booklet was prepared to acquaint the personnel of the Bergen County public schools, the lay public, and advisory board members with the purpose and functions of advisory committees serving the vocational, technical, and adult education divisions of Bergen Community College. Following brief summaries of college history and philosophy, curriculum offerings, and the role of the Board of Trustees, the document reviews the organization and functions of advisory committees and provides detailed guidelines for committee operations in such areas as (1) qualifications, procedures for appointment, terms of membership, number of meetings, use of consultants, conduct of occupational surveys, provision of public information, and the responsibilities of the college representative; (2) bylaws for advisory committee operation; (3) evaluating and rewarding advisory committees; and (4) advisory committees and legislation. A checklist for getting the most out of advisory committees and a bibliography is included. Appendices contain various forms and correspondence relating to advisory committee and college interaction. (MB)

ED 165 836 JC 790 109

Reyes, Alexander

Academic Success of San Jose City College Students Using Selected Student Characteristics.

Note-33p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Age, College Graduates, College Majors, Community Colleges, Females, Grade Point Average, Grade Prediction, High School Graduates, *Junior Colleges, Males, *Predictor Variables, *Student Characteristics

Identifiers-San Jose City College CA

The purpose of this study was to determine the academic achievement of 1972 and 1974 Associate of Arts graduates from San Jose City College. A sample of 300 was selected from the total population of 1,871. The analysis of data focused on 11 independent variables: ethnic background, sex, marital status, high school graduation, day or evening status, transfer or vocational major, age, Davis Reading Test scores, Cooperative Mathematics Test scores, number of years to graduate, and location of high school attended. The criterion variable for academic success was grade point average (GPA). Variables found to be significantly related to GPA were sex, transfer or vocational-technical major, age, number of years to graduate, and location of high school attended. Thus, the student who is most likely to succeed was found to be female, a high school graduate, approximately 27 years old, a transfer liberal arts major, a graduate from a high school in a state other than California, and spending approximately four years to graduate from the community college. A modified predictor model was not obtainable due to a small correlation coefficient of predictability. A bibliography and and data tables are included. (Author/MB)

ED 165 837 JC 790 111

Baratta, Mary Kathryne

Magnitude Discrimination Index: A Merger of Delphi Assumptions and Realities.

Moraine Valley Community Coll., Oak Lawn, Ill.

Pub Date-79

Note-15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Decision Making, *Discriminant Analysis, Factor Analysis, *Feedback, *Management, Management Games, *Mathematical Models, Multidimensional Scaling, Problem Solving

Identifiers-*Delphi Technique

The advantages of the Delphi Technique are that it relies on collective expert judgment, prevents the excessive influence in decision-making of those in positions of status, and encourages consensus. The technique consists of five steps: (1) asking experts to list items relevant to a topic; (2) returning the list to the participants and asking them to evaluate it according to given criteria; (3) returning the list, with a summary of responses, to the participants and asking those with minority responses to revise or defend their position; (4) returning the list and an updated summary of majority and minority responses again to provide additional opportunity for revision; and (5) formalizing a report of results arrived at by the repeated questionings. Traditionally, three major conventions are used in the final reporting: reporting by importance, reporting by consensus, and reporting by both consensus and importance. An additional alternative, which combines the elements of consensus and importance in one measurement, is a magnitude discrimination index. The advantages of this method of reporting are explored in relation to the other three methods. A bibliography is included. (MB)

ED 165 838 JC 790 112

Miner, Norris
Perspectives for Planning.
Seminole Community Coll., Sanford, Fla.
Note-7p.; For a related document see ED 122 896
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Budgeting, Cost Effectiveness, *Educational Planning, Efficiency, Evaluation Criteria, Input Output Analysis, Measurement Techniques, *Organizational Effectiveness, *Postsecondary Education, *Productivity

The operations of an institution can be viewed from three perspectives: (1) the actual operating measurement'' such as income and expenditures of a cost center at a point in time; (2) the criterion'' which reflects the established policy for a time period; and (3) the efficiency level'' wherein a balance between input and output is defined. Criterion is normally established with the development of the budget which establishes the desired levels of spending and production for a specific time period. The budget can be, and is, amended as conditions require; however, with each set of amendments a new criterion is established. The different perspectives are not always discrete nor is the hierarchical order the same for different organizational units or over time. In most systems, there is a strong tendency to mask the divergence of the perspectives over a planning time cycle. Growth, on the other hand, is largely controlled by the financial ability to absorb growth unless there is a funding formula encouraging growth. Production is too often considered at the actual level rather than considering the actual production in relation to the criterion or efficiency level. The planning cycle will start from a base in actual information. Qualitative outcome objectives are then produced and measures of effectiveness must be developed for them; the real danger for the monitoring processes is the paucity of effectiveness measures in instructional and service areas. Without them it is easy to slip into a mode of monitoring on efficiency alone. (Author/MB)

ED 165 839 JC 790 113

Morford, Ted R. Bell, Gerald L.
A Study of Community College Education in Kentucky.
Kentucky Council on Public Higher Education, Frankfort.
Pub Date-Aug 77
Note-54p.; Parts of appendix may be marginally legible due to small type; Bibliography has been deleted due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrative Organization, Articulation (Program), Associate Degrees, College Role, *Educational Assessment, Educational Finance, *Educational Problems, Enrollment Trends, Finance Reform, *Governance, Institutional Characteristics, *Junior Colleges, *Program Coordination, State Surveys, Statewide Planning, Student Personnel Services, Teacher Salaries, Universities, Vocational Education
Identifiers-Kentucky, *University of Kentucky Community College System

A comprehensive study of community college education, including two-year programs offered by the eight public universities, was undertaken to determine whether Kentucky has developed a comprehensive community college program, to assess its status and future directions, to identify educational and political issues, and to consider alternative governance structures for both the University of Kentucky Community College System (UKCCS) and the two-year programs of universities. Study methods included collection of institutional data, interviews with individuals representing all constituencies at each institution, and a questionnaire survey of all community college faculty and administrators. Findings indicated that problems or weaknesses existed in statewide planning, articulation and interinstitutional coordination, program quality and duplication, responsiveness to community needs, expenditures per student, developmental skills programs, faculty salaries, staff development, student services, and other areas. Along with 20 recommendations, principally addressing areas of governance and finance, the study report includes a list of pertinent issues regarding quality in community college education, a brief history of the Kentucky community colleges, profiles of the 19 institutions offering two-year programs, and statistical data on college appropriations, enrollments, career offerings, faculty salaries, and student ACT scores. The survey instrument is appended. (BB)

ED 165 840 JC 790 114

Tatham, Elaine L.

Employer Manpower Needs and Job Entry Requirements for Paralegals within Johnson County, Kansas.

Johnson County Community Coll., Overland Park, Kans.
Pub Date-Apr 77
Note-48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, Community Surveys, Curriculum Planning, Employer Attitudes, Employment Opportunities, *Job Analysis, Job Market, Job Skills, *Junior Colleges, *Legal Assistants, *Legal Education, *Manpower Needs, *Needs Assessment, Occupational Surveys
Identifiers-Kansas (Johnson County)

In order to determine whether a paralegal program could be successfully implemented at Johnson County Community College, surveys were sent to 262 local attorneys (with a 24% response rate) and to 41 members of the Kansas City Association of Legal Assistants (71% response). Emphasis was placed on determining area employment needs and the perceptions of skills expected of paralegal graduates. Respondents were asked to rate a total of 111 job responsibilities in nine broad categories (general, civil and criminal, real estate, taxation, corporate and partnership, domestic relations, estate planning and probate, workmen's compensation, and bankruptcy) as ``essential,'' ``desirable,'' or ``not applicable.'' Generally, most lawyers felt a paralegal should possess good general office skills and be knowledgeable in the areas of civil and criminal law and domestic relations. A majority of the paralegals felt that the ability to do research, prepare routine legal documents, and handle financial matters were essential skills. The study revealed that a full two-year program training paralegals for positions with area law firms was not justified, as there were not enough large firms in the area to provide adequate job opportunities and as other colleges were training paralegals in Missouri law. However, a limited program to upgrade the skills of legal secretaries was considered feasible. (MB)

ED 165 841 JC 790 115

Gooder, Glenn G. MacMillan, Thomas F.

Costs in California Community Colleges: Summaries and Analyses.

Association of California Community Coll. Administrators.; California Community and Junior Coll. Association, Sacramento.; California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-Feb 79

Note-57p.; Report prepared in collaboration with the California Community College Trustees

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Average Daily Attendance, *Community Benefits, Community Colleges, *Cost Effectiveness, *Costs, Educational Economics, *Educational Finance, *Junior Colleges, Open Enrollment, Postsecondary Education, Program Costs, Resource Allocations, State Aid, Vocational Education

Identifiers-*California

Cost accounting in California community colleges is considered in this study in terms of the mission of the colleges, the impact of the open enrollment policy, the economic benefits attributable to the colleges, and comparisons made with other segments of public higher education. The study revealed that statewide community college operating expenses were distributed as follows: 53% for instructional programs, 12% for general instructional services, 9% for student services, and 14% for instructional support and library and community services. One visible effect of the open access policy was that in 1977 88% of the freshmen and sophomores enrolled in a higher education institution and 10% of all Californians were enrolled in a community college. One direct benefit attributable to the colleges was that the mean income of a male with one to three years of college was $2,118 greater than that of a high school graduate. No absolute increase in per-student support from the State General Fund for the community colleges was found from 1973, when cost per weekly student contact hour was $59.52 to 1978. Major areas of vocational education activity in the community colleges were trade and industry, office, health, technical, and distributive programs. The mean for all vocational education expenditures per program was $1,028 per average daily attendance. Of the state's 1976-77 vocational education graduates 54% were from community colleges, and of these 92.4% were employed. (Author/AYC)

ED 165 842 JC 790 116

Creamer, Don G. And Others

Student Development Comprehensive Development of Programs in Small/Rural Community Colleges.

Pub Date-Aug 78

Note-11p.; Paper presented at the National Conference on Rural/Small Colleges (1st, Blacksburg, Virginia, August, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Community Colleges, Educational Theories, Educational Trends, Institutional Characteristics, *Junior Colleges, Literature Reviews, *Rural Schools, *Small Colleges, *Student Development, *Student Personnel Services

Research on student development has shown positive effects of institutional smallness on most student outcome variables. However, no clear relationship of ruralness to these outcome measures has been shown. The limited literature on small/rural community colleges includes two areas relevant to student development: college characteristics, which include factors both advantageous and disadvantageous to student development, and research on undermanning theory, which suggests that undermanned environments increase the involvement and learning of their inhabitants. It can be inferred that small/rural community college have a positive impact on the development of students, though the inference is based on research which reports the collective impact of all types of small colleges. Among the trends in student service operations in small/rural community colleges are: (1) staff organizational relationships are becoming more traditional; (2) the realization that effective planning and wise utilization of resources are not dependent upon large sums of money; (3) admissions and registration functions are being moved to the supervision of the dean of instruction rather than the dean of students; (4) fewer counselors are full-time; and (5) student personnel services and instructional services are being organized under one administrative head. (Recommendations to researchers, policy makers, and faculty are offered.) (MB)

ED 165 843 JC 790 117

McCoy, William H.

Position Papers.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-Oct 76

Note-19p.; Papers prepared by the Task Force of the Small/Rural Community College

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Accreditation (Institutions), College Curriculum, Community Colleges, Educational Finance, *Educational Needs, *Educational Policy, Federal Aid, Financial Support, *Junior Colleges, Research Needs, *Rural Schools, *Small Colleges

Five position papers from the American Association of Community and Junior College's (AACJC) task force on small and rural community colleges are presented. On the issue of equal opportunity for the small/rural college, the task force asserts that public policy-making bodies must provide for comprehensiveness in curriculum and in services in all its community college units regardless of size or geographic location. In regard to financing, it is felt that equity in funding in any state system of public and community colleges depends upon the inclusion of some means, mathematical or other, of allowing for the higher costs of operation per unit within the smaller, rural community college. In regard to small colleges and accrediting agencies, it is stressed that any judgements should entail a preponderance of weight resting with representatives from peer institutions. In the area of federal and state constraints on small college programs, the task force emphasizes that federal funds are not serving to equalize education for students of two-year colleges. In respect to developing the literature and research support of rural community colleges, it is recommended that an AACJC monograph on rural colleges include an updated bibliography, that a collection of literature be established, that AACJC stimulate research, and that the AACJC Journal devote an issue to rural community colleges. (Author/MB)

Myran, Gunder A.
Community Services in Small/Rural Community Colleges: A Role in Rural Development.
Pub Date-10 Aug 78
Note-10p.; Paper presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Administrative Policy, College Role, Community Colleges, Community Development, *Community Service Programs, Community Services, *Human Services, *Junior Colleges, *Rural Development, *Rural Schools, School Community Relationship

Community service programs of rural community colleges can assist in rural development. Currently some programs focus on educational service to individuals or groups, while others are more direct community development projects. The following trends are indicative of the emergence of the human resources development role in the community college: (1) increased monitoring of curricular offerings; (2) increased emphasis on constituency development (e.g., women, older persons, union members, and handicapped persons); (3) changing view of student as consumer; (4) emphasis on community needs assessment; (5) increased liaison between the college and the work world; (6) expansion of continuing education for employment; (7) expansion of non-classroom instruction; (8) increased liaison with community agencies and resources; (9) movement toward student services such as life planning and assessment, adult support groups, and child care services; and (10) increased emphasis on institutional development. Other considerations include human resource development and the focus on the part-time adult student. A list of questions are presented to help the local community college administrator determine whether local policies and practices support the rural development role of the college. (MB)

ED 165 845 JC 790 119

Cohen, Arthur M.

Current Research on Small/Rural Community Colleges: Separating Fact from Fiction.

Pub Date-4 Aug 78
Note-12p.; Paper presented at the National Conference on Small/Rural Colleges (1st, Blacksburg, Virginia, August, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Problems, Community Colleges, Curriculum Problems, Financial Problems, Financial Support, *Institutional Characteristics, *Junior Colleges, Literature Reviews, Private Colleges, Public Schools, *Rural Schools, *Small Colleges

In examining research on the characteristics and problems of small/rural community colleges, one finds that a consistent definition of 'rural' does not exist, and that most research has traditionally focused on the differences between private and public colleges, not between small and large institutions. Research indicates that: (1) classes tend to be smaller in the private colleges (most of which have fewer than 1500 students) with the instructors using less reproducible media; (2) there is a much higher percentage of faculty with doctoral degrees (many doctors of divinity) in the private institutions as well as a higher percentage of part-time faculty; and (3) private and small public institutions are underrepresented in political science, Spanish, philosophy, and interdisciplinary humanities curricula. The literature on small/rural community colleges focuses on problems of finding job sites for cooperative education students and locating factory equipment for occupational students to practice on; the lack of a pool of people from whom to draw part-time instructors; funding limits due to low enrollment; and the overburden of tasks required of administrators. The literature also reveals that the rural college is often a cultural center, and frequently has easier access to private foundation funds. (MB)

ED 165 846 JC 790 120

Lowell, Earl And Others

Intersect: Church and Community College.

United Ministries in Higher Education, Portland, Oreg.

Pub Date-Oct 78

Note-88p.

Available from-United Ministries in Higher Education, Community College Program, Room 848-Pittock Block, Portland, Oregon 97205 ($1.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Churches, Church Programs, Church Role, *Clergymen, Community Colleges, *Community Involvement, Community Service Programs, Interinstitutional Cooperation, *Junior Colleges, Religious Organizations, *School Community Relationship, *Surveys

As part of an evaluation of the Community College Program of the United Ministries in Higher Education (UMHE), this study surveyed 323 pastors in local churches to determine: (1) local congregations' interest or involvement in working with community colleges; (2) a baseline against which to measure further involvement of the church with the community college movement; (3) local church relationships with the community colleges; (4) the acceptance of community college goals by members of the church; and (5) the impact of the program in encouraging congregation/college involvement. Questionnaires were returned by 258 pastors. Findings of the survey include: while pastors were aware of the existence of a community college serving their constituencies, they lacked detailed knowledge of the school, its mission, and its resources; sources of awareness of the college included both church-related sources and the college itself; most college/church interaction seemed to be related to activities of congregation members attending the college; congregations expressed dissatisfaction with community college ministry; church members of 75% of the pastors attended community colleges; more pastors had contacts with the college through its office of community services than through its office of student services. Data tables and the survey instrument are appended. (MB)

ED 165 847 JC 790 121

Survey of 1977-78 Graduates. Community Colleges.
Hawaii Univ., Honolulu. Community Coll. System.
Report No.-CC-IRP-119
Pub Date-Jan 79
Note-27p.; Tables may be marginally legible due to print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, Educational Experience, Educational Objectives, *Employment Patterns, Followup Studies, *Graduate Surveys, *Junior Colleges, *Participant Satisfaction, Questionnaires, State Surveys, *Student Characteristics, Student Opinion, Transfer Students
Identifiers-*Hawaii

A survey was administered to all 2,640 1977-78 graduates of the Hawaii community college system. General, academic, and employment information, as well as a general evaluation of the college experience, were elicited and a 59% response rate was achieved. There were statistically significant differences between respondents and non-respondents on the following characteristics: sex, program, degree/certificate, grade point average, and campus. Approximately 87% of the respondents were either working or attending school or engaged in both activities. The majority (86%) of those continuing their education at four-year institutions were able to tranfer credits without difficulty. Of the employed students, 41% were employed in clerical/sales work; 20%, in professional, technical, or managerial work; and 46% said they were employed in a field related to their training. In evaluating the general college experience, the proportion who gave favorable ratings was slightly higher among the present respondents than among the previous year's respondents. More than 45% felt that the colleges had been a ``great deal of help'' in meeting their goals. Data are analyzed for the community college total and for each of the seven colleges in the system. Extensive tables, presenting the survey results, and the survey instrument are appended. (MB)

ED 165 848 JC 790 123

Miner, Norris

Flexibility and a Departmental Instructional Planning Model.

Seminole Community Coll., Sanford, Fla.

Note-11p.; Pages 8-9 may be marginally legible due to small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Budgeting, College Instruction, Departments, Educational Finance, *Educational Planning, Mathematical Formulas, Measurement Techniques, Models, Part Time Teachers, Personnel Policy, *Postsecondary Education, Productivity, Program Planning, *Reduction in Force, Retrenchment, Salary Differentials, *Teacher Salaries, Teacher Supply and Demand

The flexibility of an educational program, institution, or system can be described as the ability of the unit to absorb negative responses, such as reductions in funding or enrollments, and continue to function in a viable manner. One approach to adjustment to such reductions is to effect cuts in personnel, current, and equipment spending. This paper presents a planning model designed to improve planning by providing quick cost analyses of various alternatives proposed within the instructional component of a budget. The model is based on the number of full-time equivalent teachers needed as determined by enrollment projections by year and productivity ratio, and the number of contract teachers employed. It assesses payroll records of an instructional division and determines the pay status (rank and years at the college on the salary schedule), contract status, and year of birth of each instructor. It provides the mechanism for determining production and productivity ratios. Flexibility is provided by the percent of production covered by part-time faculty. An additional part of the model allows for compounding raises for instructors. The use of the model and its flexibility are described. Appendices provide illustrations. (MB)

ED 165 849 JC 790 124

Martinko, Agnes

Success of Transfer Students in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-Oct 78

Note-27p.; Tables may be marginally legible due to print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Community Colleges, *Enrollment Trends, *Grade Point Average, Junior Colleges, *Postsecondary Education, Private Colleges, State Schools, State Surveys, Student Mobility, *Transfers, Transfer Students, Universities

Identifiers-Pennsylvania, *Reverse Transfer Students

As part of a study of the success of tranfer students as measured by their grade point averages (GPA's), questionnaires were sent to most postsecondary institutions in Pennsylvania. Of the 110 four-year institutions surveyed, 56 (51%) supplied usable data. They reported 2,441 transfers from Pennsylvania community colleges. Of the 2,000 students who remained at their transfer institution for the academic year, 236 (12%) raised their GPA's by more than .5, 701 (35%) dropped their GPA's by more than .5, and 7,063 (53%) maintained their GPA's within .5. Of the 14 community colleges surveyed, only four provided usable data. They reported 523 transfers from four-year institutions; 405 from Pennsylvania and 118 from out-of-state. The GPA's of 287 (55%) of these students increased by more than .5; decreases of more than .5 were seen in the GPA's of 50 (10%) of the students; and 186 (35%) students maintained approximately the same GPA. When statistics from 1976 were compared with those from 1974 and 1975, it was found that transfer students were selecting private institutions at an increasing rate and that the number of students transferring from four-year to two-year institutions had tripled. State-related, state-owned, private state-aided, and private four-year institutions were examined as sub-groups in the study, and information for each college surveyed and reasons for substantial variance in their findings are included in the study report. (Author/MB)

ED 165 850 JC 790 125

Gold, Ben K.

L. A. C. C. Financial Aids 1973-78. Research Study Los Angeles City Coll., Calif.

Pub Date-Jan 79
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black Students, Community Colleges, Federal Aid, Females, Institutional Research, *Junior Colleges, Junior College Students, Males, Minority Groups, *Student Characteristics, *Student Financial Aid, Trend Analysis, Work Study Programs
Identifiers-Los Angeles City College CA

This summary of financial aids provided to Los Angeles City College students from 1973-1978 considers the four major vehicles for federal aid: (1) Basic Educational Opportunity Grants (BEOG); (2) National Direct Student Loans (NDSL); (3) Supplemental Educational Opportunity Grants (SEOG); and (4) College Work Study (CWS). Data tables outline amounts of aid, numbers of recipients, average amount of aid per recipient, and sex/ethnic characteristics of recipients. During the five years studied nearly 20,000 financial aids totaling over $10,000,000 had been provided for LACC students. Amounts of aid from NDSL and CWS increased slightly over the period, whereas assistance under BEOG grew from about 400 students receiving $100,000 in 1973-74 to over 5,000 students receiving nearly $3,000,000 in 1977-78. Data indicate that female recipients outnumbered male recipients in about the same ratio as their representation in the college population. Blacks (40% of the student population) received slightly over half of the aids, while White, Hispanic, and Asian students followed in that order, each showing percentages somewhat below their percentage in the college population. (Author/MB)

ED 165 851 JC 790 126

Gold, Ben K.

Academic Performance of L. A. C. C. Transfers Entering the University of California: A Twelve Year Summary, 1966-78. Research Study Los Angeles City Coll., Calif.

Pub Date-Feb 79

Note-14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, College Admission, Community Colleges, *Eligibility, *Enrollment Trends, *Grade Point Average, High School Graduates, Institutional Research, Junior Colleges, *Postsecondary Education, State Universities, Student Mobility, Tables (Data), Transfers, *Transfer Students

Transfer students from Los Angeles City College (LACC) are considered in terms of their eligibility to enter the University of California, i.e., their class standing at high school graduation, and their comparative performances at the University and LACC. Comparable data for all California community colleges are also provided. University of California reports provide numbers of Fall entrants, by campus attended, for eligibles and ineligibles, and a summary of academic performance which includes grade point average (GPA) earned at the community college and first year GPA earned at the University. From 1966 to 1977, over 2,500 LACC students transferred to the University of California in the Fall quarters. Entrants in Fall 1977 totaled only 169, continuing a downward trend apparent since 1974. Over 80% of the transfers from 1973 to 1977 were ineligible to attend the University directly from high school. LACC consistently sent a proportionately higher number of ineligibles than the community colleges statewide, 84% in 1977 as compared to 55% statewide. University GPA's of community college eligibles remained between 2.8 and 2.9 from 1970 to 1977; GPA's of ineligibles has generally been about .15 grade points lower than that of eligibles. Data tables comprise the bulk of the report. (MB)

ED 165 852 JC 790 127

Coppock, G. Stephen

Student Recruitment for the Public, Two-Year College: A Mandatory Aspect of Institutional Viability.

Note-11p.; Paper presented to the Missouri Association of Community and Junior Colleges
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Admission, College Bound Students, Community Colleges, Guidelines, High School Students, *Junior Colleges, *Marketing, *Publicize, Public Relations, School Community Relationship, Seniors, *Student Recruitment

The recommendations presented in this paper for successfully implementing a two-year college student recruitment campaign focus mainly on the high school senior and presuppose the existence of a recruiting staff. Initially, it is emphasized that an effective campaign is based on a series of positive items. Elements of a successful recruitment program include: (1) adoption of corporate marketing methods, such as market research, advertising, emphasis on selling, use of a professional sales staff, and altering the product according to marketing demands; (2) emphasis on a people orientation; (3) total college effort in keeping with institutional goals and philosophy; (4) selling the parent; (5) an impressive placement record demonstrating what programs can offer; (6) linking of recruitment and financial aid activities; (7) selling those aspects of a college which are most distinctive in a manner which lets the prospective student know how he/she can benefit from them; (8) openness to markets such as the adult, the industrial worker, the four-year college dropout, and the liberal arts graduate with no marketable skills; (9) accurate, honest, and attractive promotional literature; and (10) awareness of competitors after the same students. (MB)

ED 165 853 JC 790 128

Gold, Ben K.

LACC Student Survey Fall 1978.

Los Angeles City Coll., Calif.

Pub Date-Feb 79
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Aspiration, Age, Community Colleges, Educational Background, Ethnic Groups, Evening Students, Family Income, Females, Institutional Research, *Junior Colleges, *Junior College Students, Males, *Participant Satisfaction, *School Demography, School Surveys, *Student Characteristics, Student Interests, Student Personnel Services, Tuition

Los Angeles City College (LACC) students were surveyed to determine their demographic and academic characteristics, and their attitudes toward their education. Of a random sample of 2,000 day and evening students, 1,266 responded. Data from the fall 1978 survey are compared to those from a fall 1976 survey and to fall 1978 district-wide statistics. The principal reason for attending college given by both day (42%) and evening (53%) students was to acquire or improve occupational or technical skills.'' The second most frequently given reason was to prepare to transfer to a four-year college.'' Major reasons for attending LACC were that the college was close to home, had no tuition, and had a reputation for good teaching. When asked if they would attend LACC if tuition of about $5.00 per unit were charged, 25% indicated that they would attend, another 25% indicated that they would if they received financial aid, 25% indicated that they could not afford to attend, and the remaining 25% were uncertain. The principal study interest of day students was fine arts, with business and secretarial programs ranked second; among evening students, business was ranked first and fine arts ranked fourth. A bachelor's degree was sought by 60% of the respondents. About 60% of day students and 95% of evening students were employed. Teaching and the library were the highest ranked student services. Almost 20% had attended high school in a foreign country. (Author/MB)

Survey of Fall 1975 Entering Students Who Graduated in 1977-78: Community Colleges. Student Flow Project, Report No. 47.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Note-22p.; Tables and charts may be marginally legible due to light print and small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Associate Degrees, Community Colleges, *Employment Patterns, *Followup Studies, *Graduate Surveys, *Junior Colleges, Participant Satisfaction, Student Attitudes, *Student Characteristics, Student School Relationship

Identifiers-*Hawaii, Student Objectives

As part of a longitudinal study of fall 1975 entering students at Hawaii community colleges, this report focuses on the 750 students from that class who graduated during 1977-78. Findings in this report are presented for the community college total and by program for the 436 (58%) who responded to the survey. Approximately 88% of these respondents were either employed, in school, or both. Business had the highest proportion (86%) of graduates who were working and liberal arts had the highest proportion (73%) continuing their education. Of the employed respondents, 72% were working full-time, 48% were in clerical/sales occupations, 59% were employed in private industry, 28% learned of their jobs through personal applications to employers, 23% held the same job while they attended school, 41% felt their present job was of the type they would probably make their career, and 50% felt their jobs were related to their major field of study. Of the 178 graduates attending school, 71% were full-time students, 55% were seeking bachelor's degrees, and 48% were attending community colleges. The large majority indicated that they were "very satisfied" or "somewhat satisfied" with all aspects of their college experience. The 1977-78 graduates also tended to give favorable ratings to their campuses for helping them attain their goals. Data tables are included throughout. (MB)

ED 165 855 JC 790 130

Griffin, John Michael

Personality and Biographical Predictors of Academic Achievement in Community Colleges and Technical Institutes.

Pub Date-Aug 78

Note-127p.; Ed.D. Dissertation, University of Sarasota. Appendices A and B contain copyrighted material and are not included in the pagination

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Academic Achievement, Age, Community Colleges, Ethnic Groups, Females, *Grade Point Average, Junior Colleges, *Junior College Students, *Locus of Control, Males, Marital Status, Multiple Regression Analysis, Predictive Measurement, *Predictor Variables, *Self Concept, Student Attitudes, Student Characteristics, *Study Habits, Technical Institutes

Identifiers-Nowicki Strickland Locus of Control Scale, Self Concept of Academic Ability Scale, Survey of Study Habits and Attitudes

The correlation between specific personality and biographical variables and the grade point average (GPA) of 211 first quarter community college and technical institute students was investigated using the Adult Nowicki Strickland Internal-External scale to determine locus of control, the Post High School Self-Concept of Academic Ability scale, and the Survey of Study Habits and Attitudes scale. Locus of control, self-concept of academic ability, and study habits and attitudes were found to be significantly correlated with GPA, as were age, sex, race, and marital status. Delay avoidance in undertaking academic pursuits made the greatest contribution to the explanation in variance in GPA in the multiple regression equation used, followed by self-concept of academic ability, age, sex, race, locus of control, work methods, study habits, and acceptance of educational goals. Study orientation, teacher acceptance, marital status, and study attitudes did not contribute to the multiple regression equation. In a paradigm of interactive factors believed to facilitate academic achievement, biographical variables accounted for 8% of the variance in GPA and personality variables for another 19%; the remainder was attributed to intelligence and other assumed factors. A literature review is included. (Author/MB)

Yarrington, Roger, Ed.
Using Mass Media For Learning.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date-79
Note-82p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($7.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Students, Broadcast Industry, Community Colleges, Cost Effectiveness, Delivery Systems, Educational Administration, Educational Television, Financial Support, *Instructional Media, *Junior Colleges, *Mass Media, Program Development, Programing (Broadcast), Program Planning, Teacher Role, *Telecourses

The nine articles in this collection by members of the American Association of Community and Junior Colleges' Task Force on the Uses of Mass Media for Learning are concerned almost entirely with television, since the telecourse is the medium with which the most experience has been gained and which has the most potential for many community colleges. The individual articles address the following topics: (1) the history of instructional television including a discussion of the necessity of cooperative activities among colleges; (2) consideration of various programming elements for successful development of working relationships with broadcasters; (3) the roles of technology, demographic changes, and heightened awareness of the function of lifelong learning in serving the adult learner's needs; (4) the economics of television-centered courses in terms of acquisition of materials, development of a delivery system, and the delivery of services; (5) college television consortia and their governance, administration, financing, and legal bases, and relationships with broadcasters; (6) telecourse design, development, and evaluation; (7) the role of the faculty in mass media courses; (8) communication with distant learners and time and space factors; and (9) effective community promotion of telecourses. (MB)

Statistical and Financial Information of Kansas Community Junior Colleges.

Kansas State Dept. of Education, Topeka.
Pub Date-Feb 79
Note-65p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Budgets, Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Enrollment, *Financial Support, Institutional Characteristics, *Junior Colleges, *Resource Allocations, State Aid, *Statistical Data, Tables (Data), Teacher Salaries, Tuition
Identifiers-*Kansas, Mill Levies

Data tables outline statistical and financial information for the 19 Kansas community junior colleges. Eight sections concern the following: (1) 1977-78 actual general fund expenditures in areas of administration, instruction, student services, health, transportation, plant operation and maintenance, fixed charges, food services, student body activity, community services, capital outlay, debt services, and outgoing transfers listed by institution with state totals; (2) 1978-79 adopted general fund budgets in these areas listed by institution with state totals; (3) 1977-78 sources of revenue listed by institution with state totals; (4) fall 1977 and 1978 full-time equivalent enrollment, 1977-78 general fund budget per pupil, 1978-79 legal maximum general fund, and the 1978-79 general fund budget per pupil listed by institution; (5) out-district tuition rate (1975-76 through 1977-78) and the percentage of increases or decreases of the rate for each institution; (6) 1978-79 mill levies listed by institution; (7) 1977-78 and 1978-79 classroom teachers' average salaries for each institution; and (8) 1977-78 and 1978-79 deans' average salaries for each institution. (MB)

ED 165 858 JC 790 133

Lombardi, John
Four Phases of Developmental Education. Junior College Resource Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Adult Basic Education, Community Colleges, Compensatory Education, *Developmental Programs, *Educationally Disadvantaged, Enrollment Trends, *Handicapped Students, *Junior Colleges, Literature Reviews, Program Descriptions, *Remedial Programs, Transfer Programs
Identifiers-Information Analysis Products

Four types of developmental education programs have been designed to help students overcome or compensate for: (1) deficiencies in grades or subjects required for admission to a senior institution or to colleges and transfer programs (Pre-Transfer); (2) deficiencies in reading, writing, speech, arithmetic, study habits, motivation, and other personality traits (Remedial); (3) deficiencies in literacy and in basic skill subjects necessary for a high school diploma (Adult Basic Education ABE); and (4) physical or mental handicaps that impose limitations on the functioning of students academically or socially (Handicapped). The four types of programs support the traditional community college role in preparing the academically, economically, socially, or physically disadvantaged for entering the mainstream of American life. The present trend is toward integrating the various developmental programs with the regular programs. Pre-Transfer is most closely allied with the regular program and ABE least integrated. The Remedial Program tends to focus on high school graduates or recent dropouts who are slightly older than the regular students. The Handicapped Program includes three principal classifications of students: the blind or visually handicapped, the deaf or hearing impaired, and the mobility-impaired. (Author/MB)

ED 165 859 JC 790 134

Field, Betty, Comp. And Others
Charette: Planning and Educational Priorities. A Summary Report.
Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-29 Nov 78
Note-39p.; The 1978 Report to the Governing Board of Maricopa Community Colleges by the Joint Council on Educational Priorities is appended to the document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Access to Education, *Board of Education Policy, College Administration, College Role, Community Colleges, Conference Reports, Decision Making, Developmental Programs, *Educational Objectives, Educational Planning, Educational Policy, General Education, *Junior Colleges, *Regional Planning, Student Personnel Services, Vocational Education
Identifiers-Arizona (Maricopa County)

An outline of the proceedings of a conference to plan the educational priorities of the Maricopa County (Arizona) Community College District and the subsequent report to the governing board are presented. Task force groups focused on the role of Maricopa Technical Community College in the district; the role of the district in statewide postsecondary education; occupational education from the institutional point of view; the student's perspective on occupational education; the role of general education and transfer education; efforts and problems in developmental education; the role of student services; and use of potential and available fiscal resources. Policy statements express the need for decision-making, budgetary commitments, and timetables for implementing plans in areas of: (1) student retention; (2) attracting new clientele; (3) ongoing assessment and identification of the client groups to be served; (4) improving delivery systems; (5) program of community involvement; (6) delineation of functions and responsibilities of the board, administration, faculty, and staff; (7) increased resource for staff development; (8) funding new concepts; (9) developing a process of evaluation; (10) improved communications; and (11) providing better service. (MB)

ED 165 860 JC 790 135

Mahoney, James R. Rasmussen, Howard M.

The Quality of Police Education: An AACJC Response.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-Feb 79

Note-20p.; Papers presented at a National Symposium on Higher Education for Police Officers (Washington, D.C., February 6, 1979)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Associate Degrees, Bachelors Degrees, *Book Reviews, Community Colleges, Criminal Law, *Job Training, Junior Colleges, Law Enforcement, Legal Education, *Police, *Postsecondary Education, *Program Evaluation

Identifiers-Quality of Police Education (Police Foundation)

These two symposium presentations are endorsed by the American Association of Community and Junior Colleges in response to the book, The Quality of Police Education,'' which was prepared by the Police Foundation with support from the Law Enforcement Assistance Administration. Specifically, the papers refute allegations made in the book in criticism of community college police education programs. James R. Mahoney's response to the book points out the age and unverifiable nature of much of the data upon which the criticisms were based; contains quotes from Police Education Program administrators in response to specific claims made in the book; criticizes the stylistic tactics which, without evidence, cast a negative light on the programs; and points out the impracticality of the recommended baccalaureate degree requirements in police education. Additionally, the address points out the values of the study. Howard Rasmussen's presentation contradicts the premise of the study that the role of police education programs should be to educate police for institutional change, stating that the more important goal is the generation and dissemination of knowledge. Also questioned is the belief that a liberal-arts-oriented, full-time, residence education is the best model for police education programs. (AYC)

Fernandez, Thomas V., Jr. And Others

Comparative Academic Performance at the Baccalaureate Level Between Graduate Transferees at Nassau Community College and Native Students at Selected Public/Private Institutions.

Nassau Community Coll., Garden City, N.Y.
Note-30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Bachelors Degrees, *College Graduates, Colleges, Comparative Analysis, *Grade Point Average, *Junior College Students, *Postsecondary Education, Private Colleges, *Transfer Students, Universities

The academic performance of 1973 graduate transferees from Nassau Community College (NCC) was compared at the baccalaureate level with 1975 native student graduates from 12 four-year public and private colleges and universities. These senior institutions were selected on the basis of the large number of NCC transferees they received. The baccalaureate grade point average was used as the primary indicator for comparison. The mean performance of transfer students graduating with a baccalaureate degree (2.96) is comparable in level to that of native students (3.16), although the difference is statistically significant. Comparisons across the 12 institutions in the curricular areas of business, education, humanities, social science, natural science, and services showed that the native students performed at significantly higher levels in business, education, social science, and natural science. A factor which appeared to contribute to the performance of transferees was institutional proximity; transferees performed significantly higher at the local (private) schools than they did at "out of town" (public) institutions. Before aptitude equalization, the generally higher mean performance of native students was a function of the campus. Data tables by campus and curricula are appended. (Author/MB)

ED 165 862 JC 790 137

JCCC Data Processing Program in its Tenth Year: Present Status and New Directions for the Instructional Program.

Johnson County Community Coll., Overland Park, Kans.
Pub Date-Feb 79
Note-69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Community Colleges, Community Surveys, *Computer Science Education, *Curriculum Evaluation, Data Processing, *Data Processing Occupations, Employer Attitudes, Job Skills, Job Training, *Junior Colleges, Manpower Needs, Needs Assessment, Occupational Surveys, Participant Satisfaction, Programing, School Surveys, Student Attitudes, *Student Characteristics

In the first of two studies of the data processing program at Johnson County Community College (Kansas), students enrolled in data processing classes during spring 1978 were surveyed to collect basic demographic data and to obtain opinions about the program. There were approximately as many men as women enrolled and the median age was 25, slightly higher than the overall college median of 22. About one-fourth of the students had bachelor's degrees and another fourth had attended another college. About one-third planned to receive an Associate of Arts degree; slightly more than 40% planned to take only certain courses. Overall, instruction and curriculum were rated better than the equipment and facilities, however, more hands on'' experience was desired. In the second study, area employers and students were surveyed to assess the adequacy of existing data processing course offerings. There was interest in courses related to both large and small systems. About 25% of the employers required an Associate Degree, while 10% required a Bachelor's. Half required from one to two years experience. Persons with four or more years experience were most in demand. Approximately 56% of the employers had some interest in using students for part-time employment. Teleprocessing was the major interest of both employers and students.

Data tables are included and the survey instruments appended. (Author/MB)

ED 165 863 JC 790 138

An Examination of Potential Career Programs. Special Reports.
Johnson County Community Coll., Overland Park, Kans.
Pub Date-Jun 78
Note-108p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Accounting, Agribusiness, Auto Mechanics (Occupation), Building Trades, Child Care Occupations, Community Colleges, Curriculum Planning, Dental Technicians, *Employment Opportunities, Employment Projections, Employment Qualifications, Fire Science Education, *Health Occupations Education, Journalism, *Junior Colleges, Manpower Needs, Medical Laboratory Assistants, Medical Record Technicians, *Needs Assessment, *Occupational Surveys, Physical Therapy Aides, Printing, Radiologic Technologists, Trade and Industrial Education, Veterinary Assistants, *Vocational Education
Identifiers-Advertising Occupations, Equine Management, Kansas (Johnson County)

Surveys of local employers were conducted by Johnson County Community College to determine the needs for potential career programs as related to job opportunities in the following areas: (1) accounting; (2) advertising and journalism; (3) animal health technology; (4) automotive technology; (5) building construction; (6) child care for preschoolers; (7) dental laboratory technology; (8) equine management; (9) fire protection and public safety technology; (10) medical laboratory technology; (11) medical records technology; (12) mental health technology; (13) physical therapist assistants; (14) press operators; (15) radiologic technicians, and (16) urban agribusiness. Results of these surveys are presented in 16 distinct reports which consider the national employment outlook, local manpower needs, salary potentials, relevance of an associate degree in qualifying for positions, and other job qualifications. Some reports also discuss existing job training opportunities and their impact on employment needs; program options and costs; staff and site selection considerations; and student interest and recruitment. Many reports include references. (MB)

An Assessment of JCCC Student Interest in Potential Career Programs and Expanded Student Services; Spring 1978.

Johnson County Community Coll., Overland Park, Kans.
Pub Date-Oct 78
Note-75p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Academic Aspiration, College Majors, Community Colleges, Curriculum Planning, Educational Background, Females, Institutional Research, *Junior Colleges, Males, Needs Assessment, School Surveys, Student Attitudes, *Student Characteristics, Student Employment, Student Interests, *Student Personnel Services, Vocational Education, *Vocational Interests

Surveys were administered to 609 students from 40 randomly selected classes at Johnson County Community College (Kansas) to update student demographic information and to assess interest in expanded student services and potential career programs. In terms of student characteristics, it was found that: the percentage of women students had increased to 56%; about one-third of the students had attended another college previously; 75% of the students were working, with 20% working 40 hours or more; about 30% spent 20 hours or more per week in meeting home responsibilities; 62% of the males and 43% of the females were preparing to transfer to a four-year college; evening and weekend students were more interested in developing job-related skills; less than half intended to complete an associate degree; and business related programs were most popular. Attitudes regarding services showed that: Saturday and Sunday afternoons were the preferred weekend hours for the library; half of the respondents were interested in using a mathematics laboratory, one-third in a writing lab, and 30% in a reading lab; and 83% of the evening students felt the services they needed were available. Interest in career programs focused on building technology and automotive technology for males and social services and health technology for females. Data tables are included and the survey instrument is appended. (Author/MB)

ED 165 865 JC 790 140

Educational Needs of Johnson County Businesses.
Johnson County Community Coll., Overland Park, Kans.
Pub Date-30 May 78
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Business Education, Business Skills, Community Colleges, Community Surveys, Educational Needs, *Employer Attitudes, Inplant Programs, Inservice Courses, *Inservice Programs, *Junior Colleges, *Labor Education, Needs Assessment, Off the Job Training, On the Job Training, School Industry Relationship

For the last few years, courses (credit and non-credit) have been offered on-site at a number of businesses within Johnson County, Kansas. This study aimed to acquaint county businesses with Johnson County Community College programs and to identify course areas in which businesses would like employees to obtain instruction. The 10 areas of most frequently expressed interest were: management skills, salesmanship, business skills, job-related skills, human relations, communications, secretarial skills, business writing, technical skills, and data processing. About one-third of the businesses had space for on-site instruction and 22% preferred on-site rather than campus instruction. Some businesses wanted employees to obtain additional education, but not necessarily through an in-house training program. About half the companies felt employees preferred classes with the following characteristics: credit or certificate of completion; evenings or weekends; four hours or less per week; and six months or less with most preferring less than three months. Changes in technology had affected and were expected to continue to affect more than 60% of the businesses during the next five years. Electronics, certification requirements, data processing, legislation, management and business procedures, automation, and energy costs were identified as major areas of change. Data tables are included and the survey instrument is appended. (Author/MB)

ED 165 866 JC 790 141

Wiseman, T. Jan

A Descriptive Study of Community Education Students, Kishwaukee College.

Pub Date-Feb 79
Note-177p.; Parts may be marginally legible due to small type ; Study prepared in collaboration with the International Reading Association's Special Interest Group for College Reading Teachers
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Adult Students, Community Colleges, Community Education, Community Programs, Continuing Education Centers, Enrollment Trends, Evening Students, Extension Education, Junior Colleges, *Junior College Students, *Nontraditional Students, *Outreach Programs, *Student Characteristics, Test Wiseness, Vocational Education

A demographic survey of community education students enrolled at Kishwaukee College during fall 1975 through summer 1978 focused on the characteristics of and differences among community education, career, and transfer students; student enrollments in relation to the district and over time; enrollments at different centers and in different types of classes; and differences between students who withdrew and those who persisted. In each area of investigation, the following characteristics were considered: age, sex, marital status, race, first enrollment, years since attending school and last school attended, full- or part-time status, reasons for attending, educational background, residence, occupation, concurrent enrollment, and credits previously earned. Results of the study indicated that while career and transfer studnts seemed to be similar to others in their group, there was no typical community education student. The diversity in the characteristics of community education students, seemed to bring the college student profile closer to the demographic profile of the district. Evening enrollments in the career and transfer areas were reaching a significantly different audience than the day enrollments in all areas except sex. Community education students attending off-campus centers appeared to be especially non-traditional in their characteristics. Data tables are included. (MB)

ED 165 867 JC 790 144

Pinette, Clayton, Ed. Smith, Kent, Ed.

Forum For Reading: The Journal for College Reading Teachers. Volume 9, No. 1.

Pub Date-Nov 78
Note-49p.; Journal prepared by the International Reading Association
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Community Colleges, *Junior Colleges, Postsecondary Education, Program Evaluation, Reading Ability, Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Tests, Remedial Reading Programs, Surveys

Five articles concerning college reading instruction are included in this special interest journal. Bill Fowler and Barry M. Kroll investigate hidden factors in tests of reading comprehension, revealing that most conventional tests have question-design weaknesses allowing students to perform successfully by the use of test wisdom alone. Imogene Freer reviews the changing aims and functions of reading programs over the past 20 years. Helen Covington and Lee Mountain discuss junior college faculty and student expectations regarding reading courses as determined by questionnaire responses from faculty at 59 Texas colleges and students from eight schools. Areas covered include comprehension, library research, inductive learning, and reading rate. Faye Curran presents an evaluation of the tutorial program at Miami University-Middleton. Faculty, tutors, and tutees were surveyed and ACT and College Entrance Exam Board scores were used to predict grade point average as a measure of success. A final paper by Walter J. Lamberg studies changes in reading rate of students after participation in a reading improvement mini-course. (MB)

ED 165 868 JC 790 146

Student Transferability Study Group Report.
Kentucky Council on Public Higher Education, Frankfort.
Pub Date-Sep 77
Note-57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Articulation (Program), *College Credits, College Graduates, Junior Colleges, *Postsecondary Education, *Program Coordination, Proprietary Schools, Statewide Planning, *Transfer Policy, Transfers, *Transfer Students, Universities, Vocational Schools
Identifiers-Kentucky

Data regarding transfer and non-transfer students who graduated from four representative Kentucky universities were studied with focus on three issues: program articulation, transfer of credits between different types of postsecondary institutions, and types of potential transfer students. The following problems were revealed: the lack of adequate program articulation between postsecondary institutions of different types, particularly between postsecondary vocational or proprietary institutions and the more traditional institutions; the lack of adequate individual course credit transfer and application toward degree programs; and the lack of uniformity among institutions evaluating non-academic or non-traditional experiences for credit in degree programs. Recommendations include: (1) a permanent statewide articulation committee to review and recommend policies and articulation agreements should be established; (2) all institutions need to develop course equivalency guides similar to those currently in use at many institutions; (3) each institution should have a committee for responding to articulation problems; (4) a transferability guidebook should be compiled to explain both institutional and statewide procedures; and (5) mechanisms for the evaluation of credits should be developed. Appendices contain institutional data. (Author/MB)

Emlen, Arthur And Others
Overcoming Barriers to Planning for Children in Foster Care.
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; National Center for Child Advocacy (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-78-30138
Pub Date- 78
Grant-CB-OCD-481
Note-132p.; For related documents, see PS010236-37 and PS010371; Parts may be marginally legible due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-0034-8, $3.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Adoption, Case Studies, Child Advocacy, *Children, Costs, *Demonstration Projects, Foster Family, *Foster Homes, *Placement, Program Development
Identifiers-Oregon, *Placement Stability

This report describes how barriers to planning for children inappropriately placed in foster care were overcome in a 3-year demonstration project: Freeing Children for Permanent Placement, conducted by the Children's Services Division, Department of Social Services, State of Oregon. Clients, amount of effort made, personnel involved, social work and legal components, process, cost savings, and the problems and successes encountered are described. Chapter 1 introduces the Oregon project. Chapter 2 discusses the need for permanency planning. Chapter 3 describes the children and their parents who were served by the project. Chapter 4 describes direct services, administrative resources, the institutional framework and the technology of permanent planning. Chapter 5 gives a case history of one family in order to show the way the project worked to achieve permanency planning goals. Chapter 6 describes the prerequisites to mounting a child advocacy effort on a scale broader than simple trial proceedings. Chapter 7 details the project's expenses and compares them to an estimate of what would have been spent had the children served remained in foster care. Chapter 8 highlights some of the events that shaped the development, acceptance and implementation of permanency planning in Oregon. (Author/RH)

ED 165 870 PS 010 185

Rehmann, Jacqueline T.

A Study of the Conjoint Drawings of Identical and Fraternal Twins: A Pilot Study.

Pub Date-78
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Childrens Art, Clinical Diagnosis, Elementary School Students, *Individual Development, *Maturation, Psychiatry, Self Concept, *Self Congruence, *Twins

Drawings designed by three identical and three fraternal, normal, 6- and 7-year-old twin pairs are inspected for signs of a struggle for individual identity. Each twin must go through the process of becoming aware of him/herself as separate from the mother and must individuate from his/her twin as well. Interdependence may retard maturation. In the case of identical twins, the individuation process may be more complicated than it is among fraternal twins. Artwork is a reflection of ego integration and adequate functioning. Spatial relations, organization of the elements within the picture and symbolic representations demonstrate the ability of the ego to integrate unconscious material with reality. In the conjoint task of producing a drawing together, the dynamic interplay between the members drawing the picture enhances the potential of the art production as a graphic illustration of dimensions of the twinship. Comparison of the drawings of identical and fraternal twins and their behaviors in the drawing situations indicates that identical twins may have more anxiety and exhibit more rivalry than fraternal twins. Therapist determination of the relation of pathology to the twinship relation is a matter requiring further study. (Author/RH)

ED 165 871 PS 010 218

Wright, Mary J.

Follow-Up Study of Children in the U.W.O. Preschool Project. Progress Report: Academic Year 1977-78. Research Bulletin No. 476.

University of Western Ontario, London. Dept. of Psychology.

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).; Ontario Ministry of Community and Social Services, Toronto.
Pub Date-Jan 79
Note-76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, Cognitive Development, *Disadvantaged Youth, Economic Disadvantagement, Elementary School Students, Followup Studies, Foreign Countries, Interpersonal Competence, *Intervention, Kindergarten Children, Longitudinal Studies, Preschool Children, *Preschool Programs, Primary Education, *Program Evaluation, Social Development, Social Differences, *Socioeconomic Status, Tables (Data)
Identifiers-*Canada

This followup study, one of a series of documents assessing the University of Western Ontario Preschool Project, examines the long range effects of the Project on the performance of children from low income families after entering the public schools. This study summarizes data accumulated by the end of the academic year 1977-78 and describes subject performance at three grade levels (Kindergarten, Grade 1 and Grade 2). Two groups of preschool program graduates (one group including children who had started preschool as 3-year-olds, another including children who had started preschool as 4-year-olds) were compared with a group of control children who had begun kindergarten as 5-year-olds without prior preschool or group care experience. Measures were used to assess social adjustment as well as cognitive competence, intellectual ability and academic achievement. The results so far indicate that preschool graduates have maintained their preschool IQ and other gains; their academic achievements have been generally satisfactory and have been superior to those of the controls; all of the preschool graduates have been promoted each year, but several of the controls have repeated a grade. In general, children who started preschool as 3-year-olds appear to have made greater initial cognitive gains than children in the other groups, and have so far maintained these gains. (Author/SE)

ED 165 872 PS 010 222

Still the Darker Side of Childhood: 78 Things You Need to Know About Texas Children.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date-1 Oct 78

Note-151p.; Revised edition of ED 110 172 ; Parts may not reproduce well due to colored paper

Available from-Early Childhood Development Division, Texas Department of Community Affairs, P. O. Box 13166, Capitol Station, Austin, Texas 78711 (copies are free upon request as long as supply lasts)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-Child Abuse, *Children, *Demography, Elementary Secondary Education, Environment, Family (Sociological Unit), Handicapped Children, Health, Problem Children, *Regional Characteristics, *Social Services, *State Surveys, *Youth

Identifiers-*Texas

Based on the report of the Interagency Collaboration Project to Improve Services to Children, this book presents 78 facts about Texas children from birth to 18, on topics that range from broad environmental factors to specific handicapping conditions. Amplifying these facts are comments that provide the broader dimensions of cause, effect, scope, and prognosis. Subject areas are: environment, family, health, handicaps, education, troubled youth, child care, hidden children, and services. Each subject area is introduced by a general discussion of related problems. Factual statements based on statistics are given on subsequent pages. Frequently, the facts are given dramatic graphic illustration. The sources of facts and comments are cited. (Author/RH)

Dickerson, Martha Ufford
Fostering Children with Mental Retardation. Instructor's Manual.
Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-77
Grant-NIMH-5-T21-MH-13742
Note-182p.; For resumes of related documents, see PS 010 230-235, and PS 010 238
Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $5.00; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)
Document Not Available from EDRS.
Descriptors-*Behavior Change, Behavior Development, Community Resources, Family Health, *Foster Family, *Instructional Materials, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, *Retarded Children, Teaching Techniques, *Training
Identifiers-Behavior Assessment, *Foster Parent Training Project

One of a series of manuals for the Foster Parent Training Project, this workbook has been developed at Eastern Michigan University to assist instructors in presenting to foster parent trainees information concerning foster children with developmental disabilities. In 16 sessions foster parents are encouraged to (1) develop greater insight into their own attitudes and values and become more comfortable with themselves in working with foster children, (2) acquire a greater understanding of normal child development and the dynamics underlying problems in childhood, particularly those manifested in the behaviors of foster children, (3) acquire the skills needed to assess children's behavior and develop plans to assist children in coping with their problems and particular situations, and (4) develop management techniques to cope with children's day-to-day behavior so that children not only function at a higher level but are helped to feel better about themselves. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. Excerpts from the 1974 Guidelines for Special Education Programs and Services in Michigan, AAMD (American Association on Mental Deficiency) Adaptive Behavior Scale Manual, an Instructor's Resource List and an Instructor's Bibliography are appended. (Author/RH)

Findling, Joseph
The Legal Aspects of Foster Care. Instructor's Manual.
Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-78
Grant-NIMH-5-T21-MH-13742
Note-95p.; For resumes of related documents, see PS 010 229-235, and PS 010 238
Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $3.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)
Document Not Available from EDRS.
Descriptors-Foster Children, *Foster Family, *Instructional Materials, *Legal Education, Legal Responsibility, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, Teaching Techniques, *Training
Identifiers-*Foster Parent Training Project

One of a series of manuals for the Foster Parent Training Project, this workbook has been developed at Eastern Michigan University to assist instructors in presenting to foster parent trainees information concerning foster parents involvement with courts, legal proceedings, and public and private agencies. In eight sessions foster parents are encouraged to acquire greater understanding of the legal procedures by which children enter foster care and the ways in which courts operate; understanding of their responsibilities and rights under the law and the limits of their authority; and skills in record keeping and in providing testimony in order to assure that the children in their homes receive full protection under the law. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. Various related material is appended: information on income tax exemption for foster children, some legal theory, the changing status of foster parents, a memo concerning judical considerations in child care cases, and federal law applying to education for the handicapped. (Author/RH)

Ryan, Patricia

Training Foster Parents to Handle Lying and Stealing. Instructor's Manual.

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-78
Grant-NIMH-5-T21-MH-13742
Note-53p.; For resumes of related documents, see PS 010 229-235 and PS 010 238
Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $3.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)
Document Not Available from EDRS.
Descriptors-Behavior Problems, Foster Children, *Foster Family, *Instructional Materials, Lesson Plans, Manuals, *Moral Development, Parent Education, *Parent Role, Postsecondary Education, *Socially Deviant Behavior, Stealing, Teaching Techniques, *Training
Identifiers-*Foster Parent Training Project

This manual, one of a series of manuals developed for the Foster Parent Training Project at Eastern Michigan University, was designed to assist instructors in presenting course content to foster parents on how to deal with problems of lying and stealing in their foster children. The introductory section presents information for the instructor on aspects of classroom dynamics (such as principles for teaching adults, choosing the physical facilities, classroom arrangement, establishing good classroom procedures, and teaching techniques) that the project staff has found successful in working with foster parents. Instructor's materials and copies of pages from the trainee workbook are included for four class sessions: (1) Orientation/Introduction, (2) What Dishonesty Means to Me, (3) Teaching Children to Behave Honestly and (4) The Development of Conscience in Children. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. A skit to stimulate thinking about dishonesty is appended. (JMB)

ED 165 876 PS 010 232

McFadden, Emily Jean

Fostering the Battered and Abused Child: Instructor's Manual.

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date-78

Grant-NIMH-5-T21-MH-13742

Note-121p.; For resumes of related documents, see PS 010 229-235, and PS 010 238

Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $4.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)

Document Not Available from EDRS.

Descriptors-Body Image, *Child Abuse, Child Development, Discipline, Foster Children, *Foster Family, *Instructional Materials, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, Teaching Techniques, *Therapeutic Environment, *Training

Identifiers-*Foster Parent Training Project

This manual, one of a series of manuals developed for the Foster Parent Training Project at Eastern Michigan University, was designed to assist instructors in presenting course content to foster parents on how to provide a corrective and healing environment for battered and abused foster children. The introductory section presents information for the instructor on aspects of classroom dynamics (such as principles for teaching adults, choosing the physical facilities, classroom arrangement, establishing good classroom procedure, and teaching techniques) that the project staff has found successful in working with foster parents. Instructor's materials and copies of pages from the trainee workbook are included for eight class sessions: (1) Orientation/Introduction, (2) Perspectives on Child Abuse, (3) Helping the Battered and Abused Child in Terms of Physical Development, (4) Helping the Battered and Abused Child's Body Image, (5) Helping the Battered and Abused Child's Social and Emotional Development, (6) Alternatives to Physical Discipline, (7) Helping the Battered and Abused Child's Cognitive and Moral Development and (8) Can I Successfully Work with Battered and Abused Children? The story of an abusive parent who joined Parents Anonymous and a brief review of normal child development are appended. References to relevant books, films, and filmstrips are presented. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. An appendix provides anatomical facts and diagrams. (JMB)

ED 165 877 PS 010 233

Veresh, Carolyn
Guiding the Sexual Development of the Foster Child.
Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.
Pub Date-78
Grant-NIMH-5-T21-MH-13742
Note-112p.; For resumes of related documents, see PS 010 229-235, and PS 010 238
Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $4.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)
Document Not Available from EDRS.
Descriptors-Adolescents, Behavior Problems, Foster Children, *Foster Family, *Instructional Materials, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, Sex Education, *Sexuality, Teaching Techniques, *Training, *Youth
Identifiers-*Foster Parent Training Project, Sexually Abused Children

One of a series of manuals developed for the Foster Parent Training Project at Eastern Michigan University, this workbook has been developed to assist instructors in presenting to foster parent trainees information on positive adult response to the sexual development of children and youth. In eight sessions foster parents are encouraged to (1) examine the way in which family living leads to the normal, healthy development of sexuality in children, (2) discover that the way in which a family behaves teaches children to behave appropriately as men or women, teaches them appropriate or inappropriate behaviors, and teaches them a set of attitudes and values; (3) understand the different sexual behaviors of children and to learn ways of dealing with problem behaviors;'' and (4) learn to work with normal children,'' with sexually acting out children'' and with sexually abused children'' so that the children develop healthy feelings about their own sexuality, understanding of appropriate behaviors, and ability to control their own behavior. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. An appendix provides anatomical facts and diagrams. (Author/RH)

ED 165 878 PS 010 234

Ryan, Patricia

Training Foster Parents to Handle Destructive Behavior. Instructor's Manual.

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date-78

Grant-NIMH-5-T21-MH-13742

Note-49p.; For resumes of related documents, see PS 010 229-235, and PS 010 238

Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $3.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)

Document Not Available from EDRS.

Descriptors-*Anti Social Behavior, Behavior Problems, Foster Children, *Foster Family, *Instructional Materials, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, *Self Control, Teaching Techniques, *Training

Identifiers-*Foster Parent Training Project

This manual, one of a series of manuals developed for the Foster Parent Training Project at Eastern Michigan University, was designed to assist instructors in presenting course content to foster parents on how to deal with destructive behavior in their foster children. The introductory section presents information for the instructor on aspects of classroom dynamics such as principles for teaching adults, choosing the physical facilities, classroom arrangement, establishing good classroom procedures, and teaching techniques that the project staff has found successful in working with foster parents. Instructor's materials and copies of the pages found in the trainee workbook are included for four class sessions: (1) Orientation/Introduction, (2) How I Feel About Anger, (3) How to Handle Angry Behavior, and (4) The Development of Self Control in Children. An anecdote to stimulate thinking and discussion about destructive behavior is appended. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. An appendix provides anatomical facts and diagrams. (JMB)

ED 165 879 PS 010 235

Loppnow, Donald M.

Fostering the Teenager. Instructor's Manual.

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date-78

Grant-NIMH-5-T21-MH-13742

Note-104p.; For resumes of related documents, see PS 010 229-234, and PS 010 238

Available from-Foster Parent Training Program, Eastern Michigan University, Ypsilanti, Michigan 48197 (Instructor's Manual, $4.50; Student Workbook, $2.00; Discount of 15% on orders of 10 or more copies of any one publication)

Document Not Available from EDRS.

Descriptors-*Adolescence, Community Resources, Developmental Guidance, Discipline Problems, Drug Abuse, Family Life Education, *Family Problems, *Foster Family, Hygiene, *Instructional Materials, Lesson Plans, Manuals, Parent Education, *Parent Role, Postsecondary Education, Runaways, Teaching Techniques, Teenagers, *Training

Identifiers-*Foster Parent Training Project

One of a series of manuals for the Foster Parent Training Project, this workbook has been developed at Eastern Michigan University to assist instructors in presenting to foster parent trainees information concerning problems of living with adolescent foster children. In 10 sessions foster parents are encouraged to (1) increase their understanding of the developmental process as it relates to teenagers, in order that they may more effectively help teenaged foster children become healthy adults; (2) develop a greater understanding of the behaviors which they may consider problems and develop a greater understanding of the consequences of these behaviors; (3) clarify how their own personal values and those of other adults affect whether the teenager is allowed to develop alternative values; (4) learn skills which will facilitate the adolescent's development into independent, responsible adulthood; and (5) determine available community resources for adolescents and their families and decide when to use them. An introduction to the instructor's manual is provided. In the lesson material instructions to the instructor are on colored paper. White pages are copies of the trainee manual. Instructor's material on these pages is in red ink. Information concerning normal child development, drugs, running away, and venereal disease is appended. (Author/RH)

ED 165 880 PS 010 236

Lahti, Janet And Others

A Follow-Up Study of the Oregon Project. Final Report.

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-CB-OCD-481
Note-303p.; For summary report, see PS 010 237; For related documents, see PS 009 936 and PS 010 371 ; Contains occasional light type
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-*Adjustment (to Environment), Adjustment Problems, *Adoption, Case Studies, *Children, Demonstration Projects, Emotional Adjustment, Family Relationship, Foster Family, *Foster Homes, *Placement, *Program Evaluation, Program Validation
Identifiers-Placement Stability

In 1973 the Children's Services Division (Oregon State) initiated a project to reduce the backlog of children in indeterminate status by developing more Permanent alternative placements. This follow-up study evaluates the placements of foster children who returned to their parents, were adopted, or remained in foster care. A literature review indicated that there were no evaluations of the stability of foster parent adoption. A two-phased study of 509 project children and two comparison groups was designed. The first phase measured stability of placements over 16 months. The second measured the quality of placement through interviews. It was found that permanent placements were more frequent and foster care placements were less frequent in the project group. Perception of permanence was more important than the placement a child was in. Placements with biological parents, while full of problems, were found to be satisfactory. Adoption by new parents was seen by children as an improvement over the past. On all measures, foster parent adoption was as successful as other placements. Foster care placement scores were high. Data, interview schedules and parent questionnaire are appended. (Author/RH)

ED 165 881 PS 010 285

Benish, Jean, Comp.
Early Childhood Education: A Study of Twenty-Seven States.
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

Pub Date- 78
Note-229p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-Administrative Agencies, *Early Childhood Education, *Educational Assessment, Educational Objectives, Needs Assessment, *Program Descriptions, Program Development, Program Evaluation, State Legislation, *State Programs, *State Surveys, Teacher Certification
Identifiers-*West Virginia

Descriptions of 27 state early childhood education programs are presented in this survey conducted to provide information on which to base program development decisions related to early childhood education in West Virginia. The study surveyed the following areas in each state: definition of early childhood education; administrating agency; laws, regulations, and governmental policies guiding the program; statements describing children's and parents' rights and responsibilities; planning systems; desired program elements; implementation guidelines and suggestions; certification requirements, professional development systems and program evaluation approaches. The state programs studied are Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Iowa, Kentucky, Maryland, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Virginia, and West Virginia. (Author/SE)

ED 165 882 PS 010 306

Hall, David J.

Social Relations and Innovation: Changing the State of Play in Hospitals.

Pub Date-77
Note-222p.
Available from-Routledge and Kegan Paul Ltd., Ayer Building, Lawrence, Massachusetts 01843 ($12.50)

Document Not Available from EDRS.

Descriptors-*Elementary School Students, Foreign Countries, *Hospitals, Innovation, *Kindergarten Children, *Organizational Change, Organizations (Groups), *Play Therapy, Research, Social Structure, *Social Systems, Values
Identifiers-Cognitive Structure, England, Wales

Data on the process and impact of introducing play therapy in children's hospitals in England and Wales are presented in this book. The effects of the introduction of play therapy on children's behaviors in children's wards and on the relationships between parents, doctors, nurses, ancillary staff, and playleaders are described. The responsiveness of the hospital as an organization to change and reform is analyzed in terms of the power relations and value orientations among the participants at the ward level. The problems caused for children by the lack of information, meaninglessness and ambiguity about their situations are presented through observational data which reveal a predominantly laissez-faire system of authority in wards. Comparative studies of hospitals and social organizations are discussed and it is suggested that the view of hospitals as complex social organizations and children as social actors in these organizations facilitates explanation of why children are unhappy in hospitals and why attempts to remedy the situation are difficult and slow to put into practice. (JMB)

ED 165 883 PS 010 314

Toner, Ignatius J.

Overt Verbalization and Delay Behavior in Children: The Effects of Evaluative Statements and Freedom of Choice.

Pub Date-Apr 78

Note-5p.; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Behavioral Science Research, *Delay of Gratification, Preschool Children, Rewards, Self Control, *Verbal Communication

The maintenance of self-imposed delay of gratification by preschool children was briefly examined in two studies. One study investigated the effects of overt verbalization on the delay behavior of 75 preschool children. Children who periodically spoke of the delayed reward during the delay task, regardless of whether they spoke positively or negatively, waited less than subjects who were not instructed to make any particular statement during delay. Children who uttered a positive statement about waiting delayed longer than non-instructed subjects, while children who spoke negatively of waiting did not differ in delay from non-instructed subjects. A related study, involving 98 preschoolers, examined the influence of two factors the content of overt self-verbalization (rewards or waiting) and freedom of choice (statement selected by child, statement assigned to child by experimenter, statement periodically heard by passive child) on delay maintenance. The influence of specific statements was affected by the level of involvement allowed the child in the selection and utterance of the statements. (Author/SE)

ED 165 884 PS 010 315

Toner, Ignatius J. Potts, C. Richard

The Effect of Modeled Rationales on Moral Behavior, Moral Choice, and Level of Moral Judgment in Children.

Pub Date-Apr 78

Note-20p.; Portions of this paper were presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Decision Making, Developmental Stages, *Elementary School Students, Males, *Modeling (Psychological), *Models, *Moral Development, Research

The impact of adult models on the moralities of seventy-two 5- to 7-year-old boys was assessed in this study. Each subject was exposed to a televised adult model and was then administered tests of moral behavior (resistance to deviation in a laboratory situation), moral choice (in a hypothetical situation) and moral judgment level (on an intentionality scale). Boys exposed to a model who said he would resist deviating from a prohibition and who supported this statement with a morally immature justification (based on reward/punishment) were subsequently more likely to use that model's statements to guide their own moral behavior and moral choice than were boys exposed to a model advocating resistance to deviation with a morally mature justification (based on reciprocity). Immature models expressing a deviating moral choice led to more deviating moral decisions in observers than did mature deviating models. The moral judgment levels of the subjects were not significantly affected by the models. The subjects' moral behavior was predictive of their moral choice while moral judgment level was not significantly related to the other two indices of morality. (Author/MP)

ED 165 885 PS 010 331

Baskin, Linda B., Comp.

Attachment and Children: Citations From Selected Data Bases.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-78-0008
Note-40p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #183, $2.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Attachment Behavior, *Bibliographies, Child Abuse, *Children, *Data Bases, Day Care Services, Handicapped Children, Hospitalized Children, Infants, Neonates, Parent Child Relationship, Peer Relationship, Preschool Children, *Search Strategies

This bibliography compiles citations from seven selected data bases on the topic of attachment and children. The citations are grouped into eight categories: (1) Attachment General; (2) Institutions Hospitals, Prisons; (3) Day Care and Attachment; (4) Handicapped Children and Attachment; (5) Separation; (6) Child Abuse and Attachment; (7) Peer Attachment; (8) Neonatal Attachment. Each citation lists the title of the document, author, source of publication, descriptors, identifiers and data base(s) in which the citation appears. The data bases are ERIC, Psychological Abstracts, Exceptional Child Education, MEDLINE, Social Science Citation Index, Agricola, Sociological Abstracts. The introduction to the bibliography discusses the strategy used in searching these data bases by computer and offers some observations on searching multiple data bases. (Author/SE)

Shireman, Joan F. Johnson, Penelope R.

Research in Action: The Uses of Research in a Social Work Agency.

Chicago Child Care Society, Ill.
Pub Date-76
Note-158p.
Available from-Chicago Child Care Society, 5467 University Avenue, Chicago, Illinois 60615 ($3.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Action Research, Adoption, Affirmative Action, *Agency Role, Caseworkers, *Child Welfare, Counseling, Day Care Programs, Foster Family, Parent Role, Preschool Children, Race Relations, Research, Social Agencies, *Social Services, Tables (Data), Unwed Mothers

This book describes an action research program in a child welfare agency. The purpose of the program was to evaluate agency services and to disseminate agency thinking and experimenting to other social workers. In the introduction (Part I) the development of the research project is briefly outlined. In Part II the areas in which research was conducted are elaborated. Background to the study, plan of the study, summary and implications of the findings and other information are provided for each area of investigation. Research areas include adoption, foster care, counseling, day care and affirmative action. A brief discussion and evaluation of the implementation of computer processing of research data are included. Part III offers conclusions about the uses of research in a social work agency. Researcher sensitivity to the needs and concerns of agency personnel and the utilization of personnel input are key elements in the success of the research programs. (RH)

ED 165 887 PS 010 337

Child Care and Child Development Programs, 1977-78. Hearings Before the Subcommittee on Child and Human Development of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, First and Second Sessions. Part I.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date-78
Note-649p.; For Part 2, see PS 010 370; Not available in hard copy due to small print size on many pages and marginal legibility of original document; Pages 44-77, 270-74, and 473 contain copyrighted material and therefore not available. They are not included in the pagination
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Care, Child Care Centers, Child Care Workers, Child Development, *Child Welfare, *Day Care Services, *Early Childhood Education, *Federal Government, Federal Legislation, Government Publications, *Hearings, Legislators, Public Policy, Social Services
Identifiers-*California, Childrens Centers, Congress 95th

This document presents the full text of two United States Senate hearings before the Subcommittee on Child and Human Development of the Committee of Human Resources on the subject of child care and child development programs. The hearings were held to gather information and examine how best to shape future federal legislation involving child care and child development. Hearing witnesses (comprised mostly of program directors and coordinators, all from California) addressed the Committee on November 25, 1977 and December 12, 1977 about topics such as community based child care delivery systems, children's centers, school care, drop-in and crisis care, infant handicapped care, Head Start and other related programs. Also included in the text are prepared written statements by witnesses. Information on child care research and publications is presented as well as four written sets of responses to questions asked by Senator Cranston on various aspects of child care. The appendix contains additional written statements by witnesses; letters and communications to U.S. Senator Cranston from program directors, committee chairmen and other leaders in the field of child care in California; and background material concerning child care services. (SE)

ED 165 888 PS 010 345

Policy Implications of Alternative Child Care Funding Mechanisms. Executive Summary.

REAP Associates, Washington, D.C.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-18-P-90431/3-01
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Change Strategies, *Child Care Centers, Data Analysis, Day Care Services, *Family Income, Federal Government, *Financial Policy, Financial Support, Research, *State Aid
Identifiers-*Maine

This study was designed to measure the economic impact on state agencies, AFDC recipients and child care providers if day care payments were calculated as income disregards rather than Title XX expenditures. The methodology, used in preliminary surveys in four states (North Carolina, Oregon, California and Maine) consisted of three major steps: (1) obtaining a random sample of 200 employed AFDC recipients whose children receive child care financed by Title XX; (2) obtaining data which would enable the AFDC grant to be evaluated to ascertain the impact if recipients were to pay their own child care with funds made available through an income disregard policy; (3) obtaining fiscal data which would enable the sample findings to be projected to the governmental bodies which appropriate AFDC and Title XX funds. The major findings included are the following: (1) the federal government would face a large increase in AFDC funding with no offsetting of earnings; (2) the state and local governments would free far more Title II dollars for reallocation than they would spend on increased AFDC payments; (3) wage earning AFDC clients would have to find far cheaper forms of day care than at present in order to avoid substantial monetary losses; (4) the negative financial impact on AFDC clients would vary and would most affect those earning the lowest wages. (MP)

ED 165 889 PS 010 347

Katsuyama, Ronald M. Hoffarth, Gary D.

Dimensional Salience and Developmental Effects Upon the Learning of Rules.

Pub Date-Apr 78

Note-8p.; Filmed from best available copy; Paper presented at the Biennial Southeastern Conference on Human Development (5th, Atlanta, Georgia, April 27-29, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Age Differences, Cognitive Processes, *Concept Formation, *Dimensional Preference, *Elementary School Students, *Kindergarten Children, *Problem Solving, Research

This study had two major purposes: to examine the effects of dimensional salience upon the learning of conjunction and disjunction rules, and to investigate an alternative to the prevailing cognitive-change accounts of developmental differences in multidimensional problem solving. The relative salience of each of four stimulus dimensions (form, color, number and position of items on cards) was assessed among 32 kindergarten, second-, and fourth-grade children. Approximately two weeks later, conjunctive or disjunctive complete rule learning problems were administered utilizing each subject's two most-salient dimensions (A and B) or each subject's most- and least-salient dimensions (A and D, respectively). As expected, conjunctive problem solving was superior to disjunctive problem solving, and developmental differences tended to be larger on the latter tasks. Problem solving on tasks with A and B relevant to solution was superior to performance on corresponding problems with A and D relevant to solution. Although developmental differences were obtained on problems with A and D relevant, no such differences were obtained with A and B relevant. The implications of these findings for a perceptual-change model of development were discussed. (Author/MP)

ED 165 890 PS 010 350

Hull, Bill

Teachers' Seminars on Children's Thinking: A Progress Report.

North Dakota Study Group on Evaluation, Grand Forks.

Spons Agency-Rockefeller Bros. Fund, New York, N.Y.

Pub Date-Apr 78

Note-63p.

Available from-North Dakota Study Group, Box 8039, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00, plus $0.50 handling charge)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Children, Evaluation, Group Dynamics, Group Structure, Observation, *Organization, *Program Development, Recall (Psychological), *Research Methodology, *Teacher Seminars, *Thought Processes

This monograph, one of a series initiated by the North Dakota Study Group on Evaluation, describes the background and workings of a set of seminars in which experienced teachers from different schools meet regularly to study children's thinking. Anecdotal accounts from seminar discussions are utilized extensively throughout. Chapter I examines the role of observation and recall in the seminar, describing how teachers train themselves to recall what happens in their own classrooms and emphasizing the importance of sharing teachers' observations and recording their discussions. The development of the seminar structure and process is traced in Chapter II, and basic assumptions about learning, teachers, respecting children, continuity, and research are examined in Chapter III. Chapter IV discusses evaluation within the context of the seminar, and Chapter V projects future seminar developments which may become possible as more seminars are instituted. (JMB)

ED 165 891 PS 010 352

Beckner, Tamyra L. And Others

A Study of the Relationship of Kindergarten Class Size, Length and Scheduling of the Kindergarten Day and Teacher Self-Concept to School Success.

Pub Date-15 Dec 78

Note-17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Academic Achievement, Behavioral Science Research, Classroom Arrangement, *Classroom Research, *Class Size, Comparative Analysis, Extended School Day, Kindergarten Children, Literature Reviews, *Preschool Teachers, *School Schedules, *Self Concept, Small Classes, Student Adjustment, Teacher Attitudes, Teacher Role

Identifiers-*Length of School Day

Research studies on the length and time scheduling of the school day, class sizes and teacher self-concept were examined in an attempt to determine the influence of these variables on the academic success and developmental growth of children during their kindergarten year and beyond. Section I reviews research literature on class size and discusses nine major statements on the effects of class size on both teachers and students. Section II reports on the results of several studies dealing with the length and scheduling (full day, half day, alternate full days) of the school day. Section III contains conclusions and recommendations. Major results are discussed. The literature reviewed on class size generally supported the smaller class size as being more beneficial than larger classes in the areas of cognitive development, academic development, social development, emotional development, teacher effectiveness and teacher satisfaction. The literature search on length and scheduling of the school day did not produce conclusive evidence as to the advantages of half-day or full-day programs for children. However, teachers who worked with two groups of children each day indicated frustration with trying to provide for all the needs and interests of two different sets of children. Teacher self-concept appeared to be a variable that affected student self-concept and school achievement. (Author/SE)

ED 165 892 PS 010 361

Proceedings of the Seminar on the Realities of the Declaration of the Rights of the Child (State College of Victoria, May 24-26, 1978).

Australian National Committee of O.M.E.P., Victoria.; Australian Pre-School Association, Canberra.

Pub Date-May 78
Note-135p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Child Advocacy, Child Development, *Children, Child Welfare, *Civil Liberties, *Conference Reports, Cultural Differences, Family Role, *Foreign Countries, Hunger, Language Development, Parent Role, Public Policy, Socialization, *Speeches
Identifiers-*Australia

A review of the seminar proceedings on ``The Realities of the Declaration of the Rights of the Child'', held in Melbourne, Australia in May, 1978 is presented in this paper. The report contains the opening address and speeches on the following topics: (1) the rights of the child myth or reality; (2) present social and judicial developments and practical problems pertaining to the principles presented in the 1959 United Nations Declaration of the Rights of the Child; (3) a reaction against child rights; (4) issues and policies concerning who's responsible for the rights of children in a changing society; (5) relationships between childhood socialization and the role of parents and the role of society; (6) major problems and differences affecting children's growth and development in both Third World and Western urbanized industrial countries; (7) rights, needs and demands of the individual child, the child's family and the state; (8) public policies for children; (9) children's rights and cultural diversity; (10) world hunger and the child; and (11) language development in children. Also included: a list of questions posed as guidelines for group discussion; the introduction to the plenary session of the seminar; a summary report of the seminar, and a bibliography of the rights of the child and the family. (Author/SE)

ED 165 893 PS 010 362

Ross, Helen Warren

Other Than Mother Care and Its Effect on the Mother.

Pub Date-Oct 76

Note-24p.; Paper presented at the meeting of the American Association of Marriage and Family Counselors (San Francisco, California, October 7, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Child Care, Comparative Analysis, *Day Care Services, *Decision Making, *Mother Attitudes, *Mothers, Questionnaires, Research, *Working Women

Available literature does not provide systematic data concerning the problems mothers face when leaving their children in the care of others as they pursue career or education. This study is designed to provide such data. A questionnaire including standard demographic questions and two general questions (Why did you decide to place your children in day care? Did the decision cause you any problems?) was administered to two sample groups. Two two samples consisted of 32 University student parents and working class families from the San Diego area. Analysis of the data indicated that: (1) the campus population had younger children in care, had more mothers continuing in careers, expressed more concern about the child's placement, and had less difficulty with fees; (2) mothers forced to work because of economic necessity tended to attribute the need for day care placement to the need for the child to learn ``to get along with others''; (3) parents who had some options about child care and who left their children in child care were more apt to say that they needed care for the child so the mother could ``take a break'' or ``pursue her own goals'' and were more likely to question and worry about having others care for their children. (MP)

ED 165 894 PS 010 363

CDA Training Handbook for CDA Area Workshop on Training of Trainers.
University Research Corp., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-105-78-1016
Note-112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Administrator Responsibility, *Child Care Workers, Classroom Observation Techniques, Data Analysis, Data Collection, Early Childhood Education, Interpersonal Competence, Modeling (Psychological), *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Self Concept, *Supervisory Training, *Trainers
Identifiers-*CDA, Child Development Associate

This workshop manual provides information and practice exercises in areas designed to train Child Development Associate (CDA) field supervisors. The manual includes: (1) a list of roles and related responsibilities of the CDA supervisor; (2) information on self-concept theory and its application to field supervision; (3) descriptions of the observation and data collection skills required of the field trainer in conducting ongoing intern assessment and directions and forms for practicing those skills; (4) lists of guidelines (indicators) for analyzing observation data according to the six competencies of the CDA program, directions and problems for use in practicing those analysis processes, and information, and evaluation and data collection forms for determining training needs of individual interns; (5) a discussion of how to use the JOHARI Awareness Model to increase awareness of the potential impact of the CDA field supervisor's attitudes on members of the CDA team; and (6) information on verbal communication, evaluation forms, and directions for modeling basic interpersonal skills. Included in the appendices are a glossary of CDA terms and procedures and examples of Private Perceptual World diagrams. (SE)

ED 165 895 PS 010 364

Competency-Based Training for Adults Who Work with Children. Postsecondary Project: Final Report.

Associates for Renewal in Education, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Apr 75
Grant-OEG-0-73-6390
Note-94p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Child Care Workers, Cost Effectiveness, *Curriculum Development, Early Childhood Education, *Instructional Materials, *Learning Modules, *Performance Based Teacher Education, Postsecondary Education, Preschool Education, *Preschool Teachers

The objective of this project was to develop and test ten module units of a competency-based training system for adults who work with young children. Phases of the developmental process are described. Training sessions for voluntary participants in the module writing project are outlined, and planning, writing and editing activities are indicated. Plans for evaluating the completed modules are pointed out. Pretest sessions were held for 45 day care personnel who volunteered to participate in the evaluation effort. Following the pre-test the adults received a copy of a self-selected module and were asked to study and practice doing the skills of the module with their young children. A written post-test and an observation were the final means of evaluation. Each module was tested by at least seven adults, and most users were able to demonstrate the module skills. Problems of cost effectiveness are considered. Conclusions and recommendations are suggested. Various forms and materials used in the development effort are attached. (Author/RH)

Kadushin, Alfred And Others
Child Welfare Strategy in the Coming Years.
Children's Bureau (DHEW), Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-30158
Pub Date- 78
Note-460p.
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors-*Administrator Guides, Adoption, Child Advocacy, Children, *Child Welfare, Divorce, Federal Government, Foster Family, Institutional Characteristics, *Planning, *Policy Formation, Pregnant Students, *Program Administration, Program Development, Spanish Americans
Identifiers-*Adolescent Status Offenders, *Young Parent Families

This collection of policy papers by a dozen national experts in subject areas related to child welfare is designed to assist public and voluntary agency program directors in their efforts to update current programs or to design new ones. Sequentially the chapters: (1) set a framework for the following papers, (2) examine the provision of foster care to children as a decision making system, (3) provide analytic reference points about institutional care of children and use them for the projection of program goals, (4) examine change in the roles of the key actors in the adoption system, (5) analyze problems in the implementation of child welfare services, (6) develop a perspective on adolescent pregnancy and parenthood, (7) examine the functions and other dimensions of the child welfare field, (8) describe the national problem of adolescent status offenders and advocate a program outside of the juvenile justice system, (9) develop plans for children of divorce, (10) advocate reforms to protect the rights of neglected children and to restrict state regulation of family relationships, (11) provide an overview of problems of the Spanish speaking/surnamed poor and advocate appropriate programs, and (12) present reasons for developing a federal level, comprehensive, cohesive family policy. (Author/RH)

ED 165 897 PS 010 366

Roberts, Jean

Cardiovascular Conditions of Children 6-11 Years and Youths 12-17 Years: United States, 1963-1965 and 1966-1970.

Bureau of the Census (DOC), Suitland, Md.; National Center for Health Statistics (DHEW), Rockville, Md.

Report No.-DHEW-PHS-78-1653
Pub Date-Apr 78
Note-55p.; Vital and Health Statistics: Series 11, Data from the National Health Survey; No. 166
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adolescents, Age Differences, *Cardiovascular System, *Children, Family Income, Geographic Regions, *National Demography, *National Surveys, Parent Education, Racial Differences, Rural Urban Differences, Sex Differences, *Special Health Problems

This report presents estimates of the prevalence of heart and other circulatory conditions of children and youths age 6 through 17 years in the noninstitutionalized population of the U.S. Estimates are based on diagnostic impression data from the direct, standardized examination findings of the Health Examination Surveys among national probability samples representative of the 23.8 children age 6 through 11 years in 1963-65 and of the 22.7 million youths age 12-17 years in 1966-70. Findings are analyzed by age, sex, race, geographic region, urban-rural residence, annual family income, and in relation to other findings. Among children, about 570,000 have a significantly abnormal heart or other circulatory condition. Among youths, more than 1 million have a significant cardiovascular condition. Among children nearly three-fourths of these conditions are considered congenital, while among youths nine percent are considered congenital. The prevalence of cardiovascular conditions is higher among Negro children and youths than among white groups, higher among those living in the South or in rural areas, and higher among the unschooled and poor. Survey data are presented in 15 tables. Statistical notes, definitions of demographic and socioeconomic terms, and medical history and physical examination forms are appended. (Author/RH)

ED 165 898 PS 010 369

Network 1975-1978 Evaluation Report.

Millersville State Coll., Pa. Div. of Education.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date-Sep 78

Note-73p.; Parts marginally legible due to light type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *Elementary Education, *Individualized Instruction, *Information Dissemination, *Program Evaluation, Research, Student Attitudes, Teacher Education, Teaching Methods

This report collects the findings of three sequential evaluation studies of a network system approach to the dissemination of techniques of individualizing instruction in elementary schools. In the network approach, college education personnel trained coordinators from school districts who, in turn, disseminated individualization materials and techniques to classroom teachers. Results of teacher surveys showed that teachers rated initial training sessions and summer workshops effective and found that participation in the training increased their use of individualizing techniques. Third and fifth grade students' achievement and attitude data from 1974 and 1976 were analyzed cross-sectionally and longitudinally to investigate program effects in three schools: Model, Parallel, and Atypical. The Model school was designated as a model of the use of individualized instruction. The Parallel school had a population similar to the Model school but used less individualization. The Atypical school consisted of high-IQ children of middle to upper middle class parents. On almost all achievement subtests, Atypical scores were higher than Model scores. Model scores were higher than Parallel. Reference ability, an outcome emphasized in the individualization program, was greater in the Model school. Attitude data indicated that the individualized programs promoted better attitudes among children toward school and school subjects. The dissemination effort resulted in the development of an undergraduate course in open education at the network college. (Author/RH)

ED 165 899 PS 010 370

Child Care and Child Development Programs, 1977-78. Hearings Before the Subcommittee on Child and Human Development of the Committee on Human Resources, United State Senate, Ninety-Fifth Congress, Second Session. Part 2.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-Feb 78

Note-703p.; For Part 1, see PS 010 337; Not available in hard copy due to small print size on many pages and marginal legibility of original document

EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors-*Child Care, Child Care Centers, Child Care Workers, Child Development, Day Care Programs, *Day Care Services, Delivery Systems, *Early Childhood Education, *Federal Legislation, Government Publications, *Hearings, Policy Formation, Program Costs, *Public Policy

Identifiers-Congress 95th

On February 8 and 20, 1978, the United States Senate Subcommittee on Child and Human Development heard testimony regarding child care and child development programs which would provide background information to committee members examining how best to shape future federal legislation involving child care and child development. Testimony and prepared statements were presented on several aspects of child care, including operational and health policies, costs of child care, scope of services, and delivery systems. Testimony was heard from parents, child care providers, program directors and others concerned with the welfare of children. Articles, other publications, communications and responses to child care questions posed by Senator Alan Cranston were added to the record. (The appendix contains additional statements, communications, reports, and research studies.) (SE)

Families and Schools: Implementing Parent Education.

Education Commission of the States, Denver, Colo.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.; National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-ECS-R-121
Pub Date-Jan 79
Grant-OEG-90-C-407
Note-54p.
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($3.50, prepayment required)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Change Strategies, Community Education, Educational Development, *Parent Education, *Parenthood Education, *Parent School Relationship, *Program Development, *Public Schools
Identifiers-*Education Commission of the States

This booklet, which contains the papers, provides a variety of alternative points of view concerning the implementation of parent education in public schools. The first paper outlines a conceptual framework useful for differentiating between types and levels of educational change involving parents. The second suggests potential methods for implementing a comprehensive program of parent and family education. The third suggests some practical steps for implementing parent education in a way that will encourage local initiative. The fourth discusses organizational problems in institutionalizing parent education in the public schools. The fifth concentrates on four key questions that crop up in discussions of parent education and suggests how communities can begin to move at the local level. The sixth presents a number of criteria for successful parent education on the local level. The seventh examines the role of the public school in the parent's education. The eighth describes the California program as a model for parent education. The ninth examines the program characteristics necessary to bring about successful implementation. The tenth underscores the need for an informed and systematic approach as policy makers consider alternatives for implementing parent education in the schools. (MP)

Benish, Jean

Blocks: Essential Equipment for Young Children. A Self Instructing Learning Package.

West Virginia State Dept. of Education, Charleston. Div. of Instructional Learning Systems.
Pub Date-78
Note-34p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Child Development, Early Childhood Education, *Educational Equipment, Equipment Storage, Guidelines, Learning Activities, *Manipulative Materials, *Preschool Children, *Teacher Role
Identifiers-*Blocks

This inservice package for teachers provides a rationale for using blocks to enrich the young child's classroom environment and suggests numerous ways blocks can be used to encourage the physical, intellectual, social and emotional development of young children. A brief delineation of the developmental aspects of the block play stages through which a child passes is followed by a discussion of the adaptability and creative potential of block building. Ways in which block play lends itself to physical activity, providing a background for mathematical and scientific concepts and the social development of young children are described. Criteria for the selection of blocks, information on various types of blocks and basic accessories for the block area are listed. Guidelines for purchasing blocks, comments on the importance of having sufficient blocks and adequate work space and shelving, and suggestions on how to arrange to have blocks constructed inexpensively are included. The role of the teacher in encouraging the children's development in the block area is emphasized. (CM)

ED 165 902 PS 010 375

Sciarra, Dorothy June Dorsey, Anne G.

Developing and Administering a Child Care Center.

Pub Date-79

Note-373p.

Available from-Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02107 ($13.95)

Document Not Available from EDRS.

Descriptors-*Administrator Education, Administrator Role, *Child Care Centers, *Day Care Programs, *Day Care Services, Early Childhood Education, Equipment, Fund Raising, *Management Education, Needs Assessment, Personnel Evaluation, *Program Administration, Staff Improvement, Textbooks

The purpose of this textbook is to provide students in early childhood education, who have had previous contact with a child care center, with the technical information needed to operate different kinds of viable programs. In 16 chapters, a director's responsibilities for starting and maintaining a center program are given. The role of the director as a model of caring and respect for others and the importance of good interpersonal relationships and trust within a center are emphasized in the first chapter. Subsequent chapters focus on assessing community need and establishing a program; licensing and certification; establishing and working with a board; handling financial matters; funding the program and writing proposals; developing a center facility; equipping the center; grouping and enrolling the children; managing the food and the health and safety programs; evaluating center components; providing for personal and professional staff development; working with parents, volunteers, and the community; and being an effective administrator. Class assignments and exercises are provided for each chapter. Working papers which cover, among other program dimensions, need assessment questionnaires, sample philosophies, federal child care data, association bylaws, budgeting, membership applications, sample proposal and source list for funding are included. (Author/RH)

ED 165 903 PS 010 376

Pre-Parenting Training: Adopter's Guide.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date- 78

Note-93p.

Available from-Pre-Parenting Training, c/o Adams High School, 5700 N.E. 39th Avenue, Portland, Oregon 97211 ($2.00; make checks payable to: School District No. 1, c/o PPT office)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-*Curriculum Design, Decision Making, *High School Students, Parent Attitudes, Parent Child Relationship, *Parenthood Education, Personal Values, *Program Administration, *Program Content, *Program Development, Program Guides, Secondary Education, Self Concept, Teaching Methods

Identifiers-Oregon

Based on a pilot project in ten Oregon high schools, this adopter's guide describes a training program designed to prepare high school students to be mentally and emotionally healthy parents. Three overall curriculum goals are identified: providing practice in clarification of personal values and responsible decision making, clarifying and strengthening self image through interaction with young children, and introducing realistic expectations of parenthood through dealing with concepts which promote physical and mental well being. Program teaching methods include the use of lectures, videotapes, values exercises, films and direct experience at schools or child care facilities in the community. The guide is divided into six sections: (1) deciding whether to adopt the model (assessing potential community support, resources and finance), (2) planning program operation (defining organizational and personal roles and responsibilities, and setting management objectives), (3) founding the program (securing field sites and maintaining community support), (4) implementing the program (orienting and training teaching staff and child care personnel), (5) operating the program (identifying curriculum goals and instructional guidelines), and (6) planning and conducting summative and formative evaluation. Appendices include a project overview, the program adoption budget summary, a sample budget for an on-campus child care center, the pre-parenting preservice format, a student skill checklist, an interim evaluation report, and a sample 18-week schedule of classes. (CM)

ED 165 904 PS 010 378

Honig, Alice Sterling
Parent Involvement and the Development of Children with Special Needs.
Pub Date-May 78
Note-27p.; Paper presented at the Teachers College Institute on Parenting Education for Handicapped Children (Columbia University, New York, New York, May 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Emotionally Disturbed, *Handicapped Children, *Individualized Programs, Parent Child Relationship, *Parent Participation, Parent Responsibility, *Parent Role, Physically Handicapped, *Special Programs, Teaching Methods
Identifiers-*Parenting Skills

This paper discusses ways parents influence the educational and emotional development of their handicapped children and how parent involvement in special education programs facilitates growth processes in these children. Research findings indicating the importance of the parent-child relationship and parenting styles are summarized. Program descriptions are presented and suggestions are given for implementing aspects of parent involvement in programs designed to meet the needs of handicapped children. Included are discussions of the desire for varied program approaches to meet individual parent-child needs; language delay and creative programming in the home; child abuse problems and solutions; severe emotional handicaps in children and how parents can help; the need to provide information for parents (on their children's handicapping conditions, on various types of programs and the theories on which they are based, and on mainstreaming possibilities) to help them make decisions as to the best placement for their children. Advantages of parent-to-parent models which provide opportunities for parents of handicapped children to talk and work together are discussed along with programs focusing on the prevention of childhood handicaps through parent education; educational resources for parents; and parental characteristics and behaviors which are likely to promote optimum development of handicapped children. (SE)

ED 165 905 PS 010 379

Elliott, Sharon L. And Others

An Interdisciplinary Educational Model to Promote Family Development and Individual Growth: Teachers and Social Workers Learn Together.

Pub Date- 77
Note-49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Educational Programs, Educational Responsibility, Family Counseling, Family Problems, *Family Programs, Family School Relationship, Field Experience Programs, Higher Education, Institutional Role, *Interdisciplinary Approach, *Maladjustment, Models, Parent Education, Preschool Education, *Preschool Programs, Program Descriptions, Social Responsibility, *Social Services, Social Work, Sociopsychological Services, Team Training

This report describes a five-year interdisciplinary training program in education and social service for the children, parents and university students at the Wayne State University College of Education Laboratory Nursery School and details the impact of the training model on six representative families enrolled in the nursery school. The basic components of the training program are: primary emphasis on total family approach, intensive family involvement at all levels of the program, and parent education. Chapter One outlines the structure of education and social work personnel participation in the training program. Chapter Two indicates the range and kinds of interventions program workers made in six severe but representative cases. Chapter Three briefly assesses the program. Implications of the program for creating a new professional (human service educator) who assumes responsibility for the total family, are discussed. (Author/RH)

ED 165 906 PS 010 380

Manela, Roger And Others

EPSDT: Overview. Overview of the Medicaid Early and Periodic Screening Diagnosis and Treatment Program.

Health Care Financing Administration (DHEW), Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C.

Report No.-DHEW-HCFA-77-24524

Pub Date- 77

Grant-OHD-47-P-90036/501

Note-28p.

Available from-U.S. Department of Health, Education and Welfare, Health Care Financing Administration, The Medicaid Bureau, Office of Child Health, Washington, D.C. 20201 (no price quoted)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Community Health, *Disadvantaged Youth, *Health Programs, *Identification, Medical Services, *Preventive Medicine, Program Descriptions, Screening Tests

Identifiers-*Medicaid

This booklet provides an overview of the Medicaid Early and Periodic Screening Diagnosis and Treatment program (EPSDT). In five brief sections the origins, operations, concepts, functions, and questions and answers about EPSDT are covered. Section I emphasizes that the EPSDT is a step toward a comprehensive health care system that combines outreach, supportive services, follow-up, and case management services for

children of Medicaid-eligible families. A Medicaid EPSDT implementation timeline for the states is provided. Section II covers federal and state responsibilities and program planning and implementation. Section III defines the concepts of the program: early, periodic, screening, diagnosis and treatment. Section IV presents the rationale for the program. An inventory of common EPSDT screening procedures is included. Section V consists of questions and answers about EPSDT. (Author/RH)

ED 165 907 PS 010 381

System of Social Services for Children and Their Families: An Overview.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-30145
Pub Date- 78
Note-92p.; Figures may be marginally legible due to light and/or broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-090-00037-2, no price quoted)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Policy, *Administrator Guides, Case Records, *Children, *Delivery Systems, *Family (Sociological Unit), Organizational Change, *Program Improvement, Social Agencies, *Social Services, State Surveys

This guide for administrators, based on the best practices found in 25 states, proposes a prototype system within which a more humane and sensitive delivery of services at the agency level can be efficiently achieved for children and their families. System goals for assisting clients are described, and the objectives which must be met to achieve those goals are listed. Characteristics of the system are described in terms of inputs to the system (e.g., clients and personnel), system functions (community outreach, reception, emergency service provision, diagnosis), standards the system must satisfy, feedback required by the system, and the system's results in terms of service to clients, agency outcomes, and information outputs. The prototype also specifies requirements for effective operation; these are grouped into four categories: resource management (e.g., staffing), general management (e.g., office administration), self assessment and planning, and information processing (with emphasis on case records). The final section briefly discusses implementing the system. Diagrams are included to illustrate system structure, operations and relations with outside agencies and the community. (BH)

The Children's Political Checklist.
Carnegie Council on Children, New Haven, Conn.; Coalition for Children and Youth, Washington, D.C.; Education Commission of the States, Denver, Colo. Early Childhood Project
Pub Date-Nov 78
Note-49p.
Available from-Coalition for Children and Youth, 815 15th Street, N. W., Washington, D.C. 20005 ($3.00; Bulk orders, 10-24 copies, $2.70 each; 25 or more copies, $2.40 each)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Children, Child Responsibility, *Citizen Participation, *Economically Disadvantaged, *Family Characteristics, *Family Problems, Needs Assessment, Planning, *Policy Formation, Poverty Research, Public Policy, Social Action, Social Welfare

The purpose of this guide is to provide background and focus material for political action regarding several areas of concern related to children and their families: unemployment and the working parent, supports for family economic stability, health and family services, and the environment and the working parent. Each chapter presents brief sketches of typical family problems in contemporary U.S. society, text which provides background information related to these problems, and questions leading to local investigation and public action. Chapters focus on (1) stable jobs for parents, (2) public support for the poorest families, (3) equal job chances for all parents, (4) combining jobs and parenthood, (5) social services for all families, (6) child health and safety, and (7) the politics of children. A list of organizations and resources from which statistics, research, policies, and programs may be obtained is included. (Author/RH)

Pinkelton, Norma B. Harris

A Comparison of Referred Headstart, Non-Referred Headstart and Non-Headstart Groups of Primary Public School Children on Achievement, Language Processing and Classroom Behavior.

Pub Date-76
Note-183p Ph.D. Dissertation, University of Cincinnati
Available from-University Microfilms International, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21-451; Microfilm, $7.50; Xerographic, $15.00)
Journal Cit-Dissertation Abstracts International; v37 n3 1976
Document Not Available from EDRS.
Descriptors-*Academic Achievement, Classroom Research, Cognitive Development, Comparative Analysis, Disadvantaged Youth, Educational Research, Elementary School Students, Interpersonal Competence, *Intervention, *Language Development, *Primary Education, *Program Effectiveness, Program Evaluation, Sex Differences, *Student Behavior
Identifiers-Cincinnati (Ohio), *Project Head Start

Designed to evaluate the progress of children who had gone through the Cincinnati Public School System Head Start Program as a means of getting some feedback about the long range impact of Head Start, this study compared referred Head Start, non-referred Head Start and non-Head Start groups of third grade school children on academic and social achievement, language processing and classroom behavior. One hundred fifty six randomly selected subjects were assigned to one of three groups: (1) Referred Head Start, including Head Start children who were referred to special or supportive services in elementary school; (2) Non-referred Head Start, including Head Start children whose developmental and/or adjustment patterns did not require special services; (3) Non-Head Start, including control children of the same age and grade as the Head Start sample. These students were administered the Kuhlmann-Anderson Intelligence Test; the Metropolitan Achievement Test, Primary 2, Form L.M.; the Myklebust Picture Story Language Test; and the Devereux Elementary School Behavior Rating Scale. A Two-Way Analysis of Variance and a Stepwise-Discriminant Analysis/Priors Equal to Size analysis were performed on the test data. Among the results discussed, it was concluded that the Head Start and non-Head Start students did not demonstrate any significant differences in cognitive abilities or in achievement-related classroom behavior overall. There were more areas of significant behavior differences for the main effect of sex between subgroups of Head Start (referred and non-referred) than specific cognitive subgroup differences. (Author/SE)

ED 165 910 PS 010 388

Programs for Parents and Their Children in the Prenatal-Through-Three Age Range: A Child and Family Resource Program Guidance Paper.

Dingle Associates, Inc., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31125
Pub Date-Apr 76
Contract-105-76-1156
Note-41p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bibliographies, *Child Development, Cognitive Development, *Developmental Stages, Early Childhood Education, Emotional Development, Family Influence, *Family Programs, *Guidelines, Informal Assessment, Language Development, Physical Development, *Preschool Children, Social Development, Staff Improvement
Identifiers-*Child And Family Resource Program

This paper presents guidelines for family support programs prepared for the Child and Family Resource Program (CFRP) and other child development programs. Section I contains a brief description of the CFRP philosophy, a listing of CFRP's long range goals, detailed objectives/minimum performance standards for implementing each of these goals, and identification of areas in which staff training should be provided. Section II presents information related to developmental stages of child growth including: (1) guidelines for assessing social/emotional, cognitive, language and physical development in children up to age 3; (2) discussion of the influences in home/family life which directly affect development of children from birth to age 3; and (3) a listing of developmental goals for children at 5 years of age. Section III contains a selected bibliography intended to provide background reading for early childhood research and program planning. (JMB)

ED 165 911 PS 010 389

Zimmer, Richard

Necessary Directions for Anthropological Research on Child-Care in the United States.

Pub Date- 78

Note-54p.; Best copy available

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Child Care, Day Care Programs, *Early Childhood Education, Educational Anthropology, Educational Experience, Ethnography, *Research Methodology, *Research Needs, Research Projects, Social Factors, Social Science Research, Social Systems

Identifiers-*Qualitative Studies

The purpose of this paper is to indicate priorities for qualitatively-based research in child care. Three main foci for research are indicated. Researchers should examine the multi-faceted cultural and social experiences of the children in programs, investigate the social system in which adults form formal and informal child care arrangements, and study the political and economic influences on all types of child care. The complex ways in which programs work to bring about particular outcomes and how children acquire the culture of centers have not been sufficiently studied. Specific attention should be given to the adjustments children must make in the transition from home to center care. Ethnographic and behavioral approaches can be used to study the child's behavior within the context of the social system of the center. Case studies eliciting the social and political context and atmosphere in which centers operate are needed. Wtihin-program conflicts and resolutions concerning matters such as education, race, value orientations and minority employment, etc., should also receive attention. Anthropologists may effectively assist center participants in conducting in-house research. Appropriately fashioned research and analysis needs to be done so that policy discussions become more clearly based on underlying political and ideological realities. Anthropologists may clarify dimensions of ethical concerns related to disputes over home versus center care. Twelve pages of bibliographic citations are included. (Author/RH)

ED 165 912 PS 010 394

Fogel, Alan

Beyond Sex Education: How Adults Relate to Children's Sensuality.

Pub Date- 77
Note- 17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Affection, Affiliation Need, Childhood Needs, *Child Psychology, Children, Cultural Context, Parent Attitudes, *Parent Child Relationship, *Parent Role, *Sex Education, *Sexuality, Social Attitudes

Current cultural attitudes toward children's sexuality resemble attitudes toward adults' sexuality; there is an emphasis on purely genital and orgasmic pleasure. Adults and children need warmth, physical contact, and a sense of belonging for which genital stimulation may be unnecessary or inappropriate. Children's sexual advances to adults, as well as adults' sexual attraction to children is re-interpreted in the broader perspective of love and affection in human relationships. It is suggested that adults learn to accept and recognize their own, and children's feelings of arousal, while firmly setting limits on mutual sexual behavior. This approach, coupled with warm, non-sexual physical contact between adults and children, is an essential accompaniment to the sex education curriculum. (Author/JMB)

ED 165 913 PS 010 399

Directory of Child Advocacy Programs.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-30082
Pub Date-78
Note-104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Child Abuse, *Child Advocacy, Child Care, Child Welfare, Community Involvement, Developmental Disabilities, *Directories, Foster Family, Health, Juvenile Courts, Legislation, *Programs

This directory lists 107 child advocacy programs in 37 states, the District of Columbia and the Virgin Islands. Each entry includes project title, address, telephone number, contact person, a statement of purpose and a summary of current advocacy activities. Entries are indexed under the following terms: adolescent parenthood, appropriations/funding, child abuse and neglect, child care/day care, child labor, child welfare, coalitions, community involvement, comprehensive coordinated planning, deinstitutionalization, delivery of services, developmental disabilities, developing monitoring and assessment instruments, drugs, early periodic screening diagnosis and treatment, foster care, health care, individual advocacy, juvenile justice, lead poisoning, legislative action, mental health, Native Americans, parent education, public education, recreation, rights of children, state-wide child advocacy structure, training advocates, workshop on data collecting and planning, and youth. (RH)

ED 165 914 PS 010 402

Early Childhood and Family Development Programs Improve the Quality of Life for Low-Income Families. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Spons Agency-Congress of the U.S., Washington, D.C.
Report No.-HRD-79-40
Pub Date-Feb 79
Note-108p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (Single copies free)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Child Care, Day Care Programs, *Early Childhood Education, *Economic Disadvantagement, Family Environment, *Family Programs, Federal Government, Federal Legislation, *Federal Programs, Government Role, Low Income Groups, *State of the Art Reviews

This report to Congress has been acknowledged by Department of Health, Education and Welfare officials as an accurate and comprehensive view of child development issues in the United States, circa 1979. Chapter 1 lists multi- purposes of the review, recapitulates Congressional interest in early childhood and family development programs, defines basic terms, overviews recent federal involvement in early childhood programs, recounts recent major reports on national policy on children and families and establishes the scope of the review. Chapter 2 stresses the importance of environment on development, surveys recent views on early childhood development and emphasizes the importance of the family. Chapter 3 surveys serious problems existing in the United States which adversely affect the development of children, including single-parent families, lack of prenatal care, poor environments, poor nutrition, lack of immunization, and child abuse. Implications of these conditions for school performance are discussed. Chapter 4 explores research findings which indicate that early childhood programs are effective and that parents are receptive to such programs. Chapter 5 delineates the scope of present programs and indicates the unmet need for child and family development programs. Chapter 6 describes HEW-sponsored demonstration programs. Chapter 7 indicates potential benefits and costs of programs and suggests considerations for program implementation. Selected program data are appended. (Author/RH)

Manela, Roger And Others
EPSDT: Child Health. Child Health Information for Workers in the Medicaid Early and Periodic Screening Diagnosis and Treatment Program.
Health Care Financing Administration (DHEW), Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No -DHEW-HCFA-77-24528
Pub Date- 77
Grant-OHD-47-P-90036/5-01
Note-76p.; Photos may not reproduce clearly
Available from-U.S. Department of Health, Education and Welfare, Health Care Financing Administration, The Medicaid Bureau, Office of Child Health, Washington, D.C. 20201 (no price quoted)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Child Development, *Community Health, *Disadvantaged Youth, Economic Disadvantagement, *Health Programs, *Identification, Medical Services, *Preventive Medicine, Safety, Screening Tests, Special Health Problems
Identifiers-*Medicaid

One of six information booklets with accompanying training materials for the Medicaid Early and Periodic Screening Diagnosis and Treatment (EPSDT) program, this booklet describes the stages of child growth and development and some of the health problems which EPSDT clients might have. Section I describes tests commonly included in an EPSDT screening program. Section II overviews five stages of child growth and development: pregnancy, infancy, early childhood, childhood and adolescence. Child safety considerations are emphasized and issues faced during adolescence are discussed. Section III indicates the pattern of non-use of health care systems among EPSDT clients and provides guidelines for establishing a good relationship between parents and their child's doctor. Section IV discusses selected health problems which EPSDT clients are likely to have and about which EPSDT workers may want information. Health problems in the following categories are defined: anemia, child abuse, dental health, diabetes, hearing and speech, high blood pressure, immunization, lead poisoning, malnutrition, obesity, parasites, rheumatic fever, sickle cell conditions, skin problems, substance abuse, tuberculosis, venereal disease, vision. Treatment procedures and implications for the EPSDT worker are indicated. Section V lists selected references. (Author/RH)

ED 165 916 RC 010 987

Bolton, William Dan Brown, David W.

Rural Juvenile Delinquency: Problems & Needs in East Tennessee.

Tennessee Univ., Knoxville. Agricultural Experiment Station.
Report No.-TN-AES-Bull-580
Pub Date-Jun 78
Note-49p.
Available from-Publications Office, Institute of Agriculture, University of Tennessee, P.O. Box 1071, Knoxville, Tennessee 37901 (no charge; available as long as supply lasts)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adoption (Ideas), *Delinquency Causes, *Delinquency Prevention, Delinquent Rehabilitation, *Delinquents, *Delivery Systems, Employment Opportunities, Family Influence, Financial Problems, Human Services, *Justice, Juvenile Courts, Law Enforcement, Peer Influence, Personnel Needs, Recreation, *Rural Youth, Social Values
Identifiers-*Tennessee (East)

Juvenile delinquency problems and ways to improve youth services were explored in a survey conducted in 1975 in 15 East Tennessee counties surrounding Knoxville. The 51 persons interviewed were associated with law enforcement, judicial, and counseling services; respondents believed that juvenile delinquency was on the increase in rural areas and that offenses among younger age groups were becoming more common. Crimes of violence were not mentioned so often as breaking and entering, theft, drug problems, and status offenses. Problems in the home environment, including family breakups, financial difficulties, and weak parental guidance and control, were most often cited as the main causes of delinquency. Lack of recreational facilities, limited job outlets, changing social values and peer pressures were also mentioned as contributing factors. When asked to evaluate nine kinds of programs used to tackle delinquency problems, respondents listed professional counseling and probation services, temporary detention facilities, and recreational outlets as the areas most often needing improvement at the local level. Funding, problems in gaining public acceptance of new ideas, and difficulties in finding qualified people to handle localized programs were mentioned as obstacles to improving youth services. Decentralizing juvenile services by pooling facilities among localities is discussed and costs are examined as well as other considerations. (Author/DS)

ED 165 917 RC 010 994

A Social, Economic, and Cultural Study of the Crow Reservation: Implications for Energy Development. Summary Report.

Crow Impact Study Office, Mont.; Mountainside West Research, Inc., Billings, Mont.

Spons Agency-Old West Regional Commission, Billings, Mont.
Pub Date-77
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, American Indian Culture, *American Indians, Developing Nations, *Economic Development, Economic Status, Educational Improvement, Environment, *Natural Resources, *Quality of Life, Reservations (Indian), Social Change, *Socioeconomic Influences, Statistical Data, Tables (Data), Tribes
Identifiers-Coal Mining, *Crow (Tribe), *Energy Development

Crow people want their resource decisions to benefit and strengthen the tribe socially and economically and to minimize damage to the tribal way of life, culture, and reservation environment. Based on a survey of 1016 reservation and non-reservation Crow families, conducted as part of a study of the impact of resource development on the reservation, the Crow want to stabilize reservation economy by the establishment of local, tribal-owned and operated small businesses. Crow people want improved local school facilities and curricula and their own community college. Currently, only Crow who are college graduates are employed at a level commensurate with their education. There is only 60% employment on the reservation, most of it menial and mostly from the various public agencies. The median family income is $4,500 per year. Fifty-three percent of Crow people interviewed favor the development of agricultural resources, 17% favor recreational and tourist resources, 14% favor coal resources and .4%, energy plant construction. They feel coal development will change their personal and tribal way of life positively by providing more money and jobs and better housing and education, but also negatively, because a large influx of outsiders would bring over-population, loss of tribal reservation control, increased social problems, and possible environmental deterioration. (SB)

Nordstrom, Jean And Others
The Northern Cheyenne Tribe and Energy Development in Southeastern Montana. Volume I: Social, Cultural, and Economic Investigations.
Spons Agency-Crow Impact Study Office, Mont.
Pub Date-Oct 77
Note-265p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-*American Indian Culture, American Indians, Business, *Community Development, Developing Nations, *Economic Development, Environmental Research, Guidelines, Industrialization, Lumber Industry, Natural Resources, *Policy, Quality of Life, Reservations (Indian), Rural Environment, *Socioeconomic Influences, Tribes
Identifiers-Coal Mining, Differentiation Theory, *Energy Development, Montana (Southeast), *Northern Cheyennes

Although there are no easy answers to the economic problems faced by the Northern Cheyenne in Southeast Montana, any economic development plans should stress long-term tribal self-sufficiency, serve community needs, and consider the Cheyenne culture. Differentiation theory is appropriate for understanding the local rural area and the special place the reservation occupies there, a place where people have been dependent on exporting extracted products and have lost any real control over their lives. The Bureau of Indian Affairs has mismanaged Cheyenne resources and unemployment on the reservation is high. Neither mere switching of export products nor total dependence on agriculture will solve the basic economic problems of the reservation, whose members favor the development of small businesses, certain industries, and coal mining for local use only. They feel that large scale mining would be both socially and environmentally harmful. Tribal members also feel the Cheyenne culture survives on the reservation, is significant, and must be preserved. Because community and economic development must proceed together, 13 guidelines help evaluate economic development options in terms of their compatibility with Cheyenne culture, concerns, and attitudes. Tribal participation is crucial to any economic development studies. Some tables, maps, and schematics illustrate points presented in the narrative. (SB)

Tippeconnic, John W.

Reaction to the Summary of Education Findings and Recommendations of the American Indian Policy Review Commission.

Pub Date- Apr 77

Note-26p.; Compiled at the Annual Indian Education Conference (18th, Arizona State University, Tempe, Arizona, April 13-15, 1977)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Agency Role, American Indians, *Conference Reports, *Delivery Systems, *Educational Finance, Educational Needs, Federal Aid, Federal Legislation, Higher Education, *Opinions, Teacher Education, Tribes

Identifiers-*American Indian Education, *American Indian Policy Review Commission, Bureau of Indian Affairs, Federal Indian Relationship, Office of Education, Tribal Sovereignty

Approximately 500 persons attended the 18th Annual Indian Education Conference that was held to provide Indian groups and individuals an opportunity to register their reactions to the educational findings and recommendations of the American Indian Policy Review Commission (AIPRC). Ten General Findings were presented and participants discussed and recorded their reactions in workshop sessions. The workshops also presented 20 additional findings in the areas of the Bureau of Indian Affairs (BIA) delivery system, higher education, the U.S. Office of Education (OE), tribal control, and State role in Indian education. Forty-five percent of the participants agreed with the AIPRC recommendation to shift all federal education programs from the OE and BIA to one administrative agency; 23 percent were undecided and 14 percent agreed. The recommendation to shift control of federal funds for Indian education from state and local governments to tribal governments drew support from 40 percent of the participants with 21 percent disagreeing and 11 percent undecided. Seventy-seven percent of those attending agreed with the finding that the new consolidated Indian agency would require efficient administration and an accurate funding mechanism to assure that target monies reached the tribes. In addition to tabular data showing the percentages and degrees of agreement, disagreement, and indecision, the document also lists specific comments made on each of the findings. (DS)

Pillai, K. Sivadasan

Non Formal Education for Agricultural Workers & Fishermen. A Case Study.

Pub Date-Feb 78
Note-47p.
Available from-Dr. K. Sivadasan Pillai, Reader, Dept. of Education, University of Kerala, Trivandrum-695014, S. India ($2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, *Adult Basic Education, Adult Vocational Education, Age Differences, *Agricultural Laborers, Case Studies, *Community Development, Developing Nations, Educational Background, Educational Methods, Foreign Countries, Health Education, Indians, Literacy Education, *Nonformal Education, Numbers, Rural Development, *Rural Population, Self Concept, Sex Differences, Transfer of Training
Identifiers-*Fishermen, *India (Kerala State), Socioeconomic Development

An attempt to integrate socioeconomic development with literacy through nonformal education programs in Kerala, India, involved illiterate and semi-literate adults (1050 men, 450 women) in two pilot literacy projects organized by the Sanghom (library organization), Mitraniketan, and state government. Two literacy primers were developed, using an idea-sentence-word-alphabet method, with topics focusing on numeracy skills, vocational improvement, social studies, health education, and subsidiary vocations. Course time was increased from 150 hours in the first program to 300 hours in the second. For final evaluation, literacy gains were tested and compared by age, sex, occupation, religion, and location; attitudinal/behavioral changes were assessed. Mean score of total learner attainment was 63.45 out of a possible 100, with a standard deviation of 20.65. Comparative achievement findings included: men scored significantly higher than women, fishermen scored higher than agricultural workers; no significant difference existed between skilled/unskilled workers; districts nearer project headquarters scored higher; previous schooling gave the learner an advantage; effect of age on achievement was negligible; no significant difference was found among Hindus, Christians, and Muslims. Attitudinal/behavioral changes included the learners using vocation, health, and literacy knowledge, improved self-concept, and greater interest in community development. (RS)

ED 165 921 RC 011 042

Navajo and Zuni A Bibliography of Selected Materials.
Gallup-McKinley County Schools, Gallup, N. Mex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date-75
Note-166p.; Revised from 1974 edition; For related document, see ED 124 367
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*American Indians, *Audiovisual Aids, *Bibliographies, Books, *Classroom Materials, *Cultural Enrichment, Elementary Secondary Education, Fiction, Films, Indexes (Locaters), Literature, Nonfiction, Periodicals, Reading Materials, Resource Guides, Self Concept, Tribes
Identifiers-*Navajo (Tribe), *Zuni (Tribe)

No attempts at selectivity, critical appraisal or value judgment are made in the revised, partially annotated bibliography, which focuses on materials printed by and about Navajo and Zuni Indian Tribes and is intended to acquaint elementary and secondary educators with the wide variety of materials available for classroom use to enhance the self-concept of the Indian student. About 1500 entries are organized into 6 sections. Entries for books published between 1928 and 1974 are contained in two book sections, one for Navajo themes and one for Zuni. Entries are alphabetized by author and divided into Fiction, Non-fiction and General. Publication date, publisher's name, latest price (if available), and type of binding are given for each book. Arbitrary judgments as to reading and interest levels are sometimes included. Annotated listings of films, filmstrips, discs, tapes, cassettes, multimedia kits, pictures, maps, transparencies, museums and agencies are alphabetized by title and organized by type in the Audiovisual Aids Section. Prices, times, availability, interest level and other pertinent data are included. The price and publisher's name of those Indian periodicals of interest to educators in Zuni-Navajo areas are included in the annotated Periodicals Section, organized alphabetically by title. A Book Publisher's Index and Media Publisher's Index are included. (SB)

English, Janice
Snowshoeing!
Pub Date-78
Note-35p.; Not available in hard copy due to use of colored ink
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, *Construction (Process), Design, Elementary Secondary Education, Equipment Manufacturers, *Guides, *History, Illustrations, *Interdisciplinary Approach, *Outdoor Education, Safety, Scientific Principles
Identifiers-*Snowshoeing

Designed for use at either the elementary or secondary level, this guide to snowshoe instruction provides teachers and students with background information, proper care instruction, and various methods of use. Emphasis is placed upon an interdisciplinary approach to outdoor education and winter studies. Illustrations and photographs enhance opportunity for detailed instruction re: the snowshoe's history, design, care, construction, manufacture, use, and basic scientific principle. Additionally, this guide includes snowshoe activities and safety instructions. A list of snowshoe manufacturers located in the United States and Canada is also provided along with a 10-item reference list that includes one film. (JC)

A Multiethnic/Multicultural Curriculum for Young Children Designed for Yakima Indian Nation Early Childhood Programs.

Fort Wright Coll., Spokane, Wash.; Yakima Indian Nation Education Div., Toppenish, Wash.

Pub Date-78

Note-77p.

Available from-Kamiakin Research Institute, P.O. Box 509, Toppenish, Washington 98948 ($4.00 plus $0.50 for package and mailing)

Document Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indians, Bibliographies, *Cross Cultural Training, Cultural Awareness, Cultural Pluralism, Curriculum Development, Curriculum Evaluation, *Curriculum Guides, *Early Childhood Education, Environment, Formative Evaluation, Group Dynamics, Health, Learning Modules, Safety, Self Concept, Student Characteristics, *Values

Identifiers-American Indian Literature, *Yakima (Tribe)

When Kamiakin, a famous chief of the Yakimas, was asked at the treaty council of 1855 what he thought of the proposals Governor Issac Stevens had just put forth, he replied: ``I do not speak of . . .myself, it is my people's wish''. In that great tradition of respect for the individual's unique contribution to the decision of the whole group, this curriculum for the Yakima Indian Nation preschoolers is born. The guide consists of four major areas: the Curriculum Development Process; Framework for the Curriculum; Criteria for Evaluating Curriculum; and the Curriculum. Cognitive style, general goals, objectives/learning experiences, and multicultural learning experiences are included in the unit. The main portion of the document consists of learning objectives and corresponding activities with a multicultural focus. Divided into six competency area levels, the guide strives to help Yakima Nation children acquire the skills of the dominant culture and the value system of the Indian culture, thereby lessening the negative effects of culture conflict. Understanding of the Yakima unique cultural heritage and identifying with it through parents and teachers develop the child's healthy, positive self-image. A resource bibliography, resource listing, and appendix conclude the document. (Author/RTS)

ED 165 924 RC 011 060

Riddick, Carol Cutler Leadley, Samuel M.

A Comparative Evaluation of Indices of Rurality Are Rural Consumers Adequately Represented in the Shaping of Community Health Services?

Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Pennsylvania State Univ., University Park. Pennsylvania Agricultural Experiment Station.
Pub Date-1 Sep 78
Note-20p.; Adapted from a paper presented at the Rural Sociological Society (San Francisco, California, September [illegible], 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Consumer Economics, Definitions, Delivery Systems, Demography, Federal Programs, Geographic Distribution, *Governing Boards, *Health Services, *Research Methodology, *Rural Population
Identifiers-*Health Systems Agencies, *National Health Planning Resource Development Act, New York, Pennsylvania

In order to investigate the extent to which rural residents are represented among consumer Health Systems Agencies (HSA) governing board members, alternative indices of rurality were examined. Data were used from eight HSA's in Pennsylvania and one bi-state HSA (Pennsylvania and New York); 241 consumer addresses were analyzed. Two discrete, single variable measures which focused upon demographic and geographic approaches were used to define rurality in order to determine the degree to which the proportion of consumer ``rural'' members agreed with similar proportions of the population. Using a ``rough approximate'' test it was found that for either measure the proportion of HSA consumer board members did not consistently parallel the residential characteristics of the population in the various health service areas. The two indices were then compared to determine if an HSA region varied from one index to another; again, discrepancies existed depending on the index of rurality used to classify consumer residencies. It was concluded that if HSA's continue to be required to have governing boards broadly representing the geographic areas of their health service areas, then a number of issues have to be resolved; the foremost of these is determining the philosophical underpinning for the working definition of rural (i.e., on the basis of demographic and geographic characteristics, economic characteristics, or occupational characteristics). (BR)

ED 165 925 RC 011 062

Indian Basic Education Act. Hearings Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 2nd Session on H.R. 9810 To Amend Public Law 874, Eighty-First Congress, to Provide for the Basic Education of Indian Children, to Provide Improvements in the Delivery of Other Educational Services for Indians, and for Other Purposes (February 7, 8, and 9, 1978).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Feb 78

Note-425p.; Not available in hard copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Access to Education, Agency Role, American Indians, Educational Finance, *Educational Legislation, Elementary Secondary Education, *Evaluation, Federal Legislation, Federal Programs, Government Role, Government School Relationship, *Hearings, Interviews, *Self Determination, Treaties, Tribes, Vocational Education

Identifiers-*American Indian Education, Bureau of Indian Affairs, Federal Indian Relationship, *Indian Basic Education Act

On February 7, 8, and 9, 1978, the subcommittee held hearings to obtain input from official representatives of Indian tribal governments and the Bureau of Indian Affairs (BIA) regarding H.R. 9810 which is intended to amend certain sections of Public Law 874 in order to provide for the basic education of Indian children, to provide improvements in the delivery of other educational services for Indians, and for other purposes''. The subcommittee considered the testimony to be an expression of Indian self-determination. Most witnesses were in general agreement with the intent of the bill but proposed further amendment or changes. The BIA could not endorse enactment of the bill as presently written because it would not contribute to the effective delivery of education services to Indian children. Among those testifying were representatives from ten different Indian groups: Tribal Councils of the Winnebago, Yakima, Warm Springs, Sisseton-Wahpeton Sioux, Papago, and Navajo; All Indian Pueblo Council; Flathead Reservation; Seneca Nation; and Minnesota Chippewa. The hearing proceedings include the text of the bill. Some tables and schematics illustrate the narrative. (SB)

ED 165 926 RC 011 067

Shore, Arnold, Comp.
Outward Bound: A Reference Volume.
Outward Bound, Inc., Greenwich, Conn.
Pub Date-Feb 77
Note-594p.; Reprinted in 1978
Available from-Outward Bound, Inc., 384 Field Pt. Road, Greenwich, Connecticut 06830 ($35.00)
EDRS Price MF-$1.16 HC-$31.47 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, *Behavioral Science Research, Bibliographies, *Correctional Rehabilitation, *Educational Research, Experiential Learning, Literature Reviews, *Outdoor Education, Psychology, *Reference Books, Research Design, Resource Guides, Subject Index Terms, Theories
Identifiers-Experiential Education, *Outward Bound

The main purpose of this reference volume on Outward Bound (OB) is to provide access to the research literature by giving the reader a sense of the state of the literature, providing analysis on salient research and programmatic issues, granting easy access to individual pieces of research, and opening up related research literatures. Section I is an overview of the research literature on OB presented in tabular form and listing title, author(s), topic, type of study, type of course, assessment, and whether or not the study's findings are reported in Section II. Explanations are provided on how to use the table and its relationship to other sections in the volume. Section II is a report on what has been learned about academic and research issues from the literature; it constitutes a review of empirical studies, covering research design, theory, special OB topics, and other observations. Section III consists of two types of summaries: (1) summaries by the author of this volume which include critical commentary; and (2) summaries in the words of the authors of the research. Section IV is an extensive bibliography of related research literatures organized under three major headings: (1) Education; (2) Psychology; and (3) Corrections. A minor heading Other'' is also included. The bibliography includes well over 1000 citations dating from the early 1900's to the present. Section III includes over 100 summaries by Shore and by the research authors covering OB from its inception to the present. (JC)

ED 165 927 RC 011 070

Cardwell, G. R.

Research and the Fallacy of Recidivism. Studies on Wilderness Programs for Troubled Youth.

Pub Date-30 Sep 78
Note-13p.; Presented at the Annual Conference on Experiential Education (6th, St. Louis, Missouri, September 30, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Delinquent Rehabilitation, Delinquents, *Evaluation Criteria, Expectation, Experiential Learning, Needs Assessment, Objectives, *Outdoor Education, Physical Fitness, *Program Evaluation, *Recidivism, Self Esteem, Skill Development, Youth, Youth Programs
Identifiers-*Adventure Activities, Outward Bound, Project DARE, *Wilderness Education Programs

Past recidivism studies on adventure/wilderness programs for delinquent youth have suffered from several problems: lack of uniform definition and interpretation of recidivism; varying lengths of study time; different follow-up periods; provincial or state variance in returns to Training School or incarceration in an adult system and in the process for returns; failure to differentiate between type and severity of criminal offenses; and assumption of recidivism based on charge with an offense rather than judicial findings. Six recidivism studies, five on Project DARE, bear out these shortcomings. It behooves wilderness programs dealing with delinquent youth to establish criteria under which they wish to be evaluated. Two alternative evaluation criteria are economic (per diem program costs compared with costs in an institution) and the fitness factor (possible correlation between increase in physical fitness during program with increase in self-esteem). The key issue, however, in establishing alternative evaluation measures lies with demonstration of personal growth and social and physical functioning in a program that is replicable. Effective programming requires specification of (1) target behaviors/needs, (2) processes to achieve acquisition of new skills/attitudes, (3) logical reasons why processes should work, (4) desired outcome and expected duration of effect, and (5) expected level of success. (RS)

ED 165 928 RC 011 079

Burnham, Ruth Bradford

An Experiential Learning Center: A New Approach in Student Affairs Programming.

Pub Date-78
Note-44p.; Submitted as partial fulfillment of degree requirements for Master of Education, Colorado State University
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Experiential Learning, Facilities, Handicrafts, *Higher Education, Innovation, Institutional Role, Interagency Cooperation, Interdisciplinary Approach, Leisure Time, Outdoor Education, *Program Development, Program Evaluation, Recreational Activities, *Student Personnel Services, *Student Unions, Volunteer Training
Identifiers-Cultural Journalism, *Experiential Education, *Experiential Learning Centers, Student Activities

Rooted in the philosophy of John Dewey and the work of Kurt Hahn, experiential education is a process of whole person education based on active participation by the learner in the learning situation. As professionals committed to student development, student personnel administrators are particularly well-suited philosophically and institutionally to implement an experiential learning program. They command a variety of resources and can accommodate experimental efforts more readily than other university entities. A student affairs experiential learning center (ELC) could, for example, offer outdoor and survival education, cultural journalism, craftsmanship, and/or a variety of avocational leisure-time activities, as well as volunteer service learning activities. The student center is especially well-suited to house an experiential program, for it already has the facilities needed in an ELC program, an adaptable staff, and great campus visibility. Development of a student affairs ELC must include open communication with other groups and agencies and an interdisciplinary approach that encourages cooperation rather than competition. Provision also must be made for insurance to cover ELC staff, student center, and the university. Evaluation is essential to the program's credibility and its ability to learn from experience. Elements subject to evaluation include individual student outcomes (satisfaction and personal growth), teacher outcomes (personal and instructional development), and program outcomes (effectiveness in terms of the target population). (JC)

ED 165 929 RC 011 082

Montejano, David

Race, Labor Repression, and Capitalist Agriculture: Notes from South Texas, 1920-1930. Institute for the Study of Social Change Working Papers Series Pub Date-77

Note-56p.

Available from-Institute for the Study of Social Change, 2420 Bowditch Street, Berkeley, California 94720 ($1.50)

Document Not Available from EDRS.

Descriptors-*Agricultural Laborers, Capitalism, Farm Labor, Farm Labor Problems, Foreign Workers, *Labor Conditions, Labor Supply, Mexican American History, Mexican Americans, *Mexicans, Migrants, *Migrant Workers, Minority Groups, *Racial Attitudes, Racial Discrimination, Racism, Rural Areas, Seasonal Laborers

Identifiers-*Labor Repression, *Texas (South)

Racism and racial exploitation, rather than disappearing with the march of capitalist development, appear instead as its intimate companions. The racial experience of the Mexican in South Texas was shaped by the rapid development of agriculture there in the early part of the century, between 1900-1910 and 1920-1930. The agrarian land revolution collapsed the existing Mexican class structure; by 1920 the Texas Mexican had generally been reduced to the status of landless and dependent wage laborers. A system of migratory wage labor began to emerge and with it "labor repressive control," which was basically the use of extra-market criteria and sanctions for organizing the recruitment, work activity, and compensation of wage labor. Mexicans were subjected to such exploitation as immobilization through debt, horsewhipping and other forms of physical abuse, shotgun dismissal to avoid payment of wages, and cancellation of credit at the local store. Their movement was restricted by vagrancy laws, local "pass" systems, manipulation of labor contracts, and labor agency laws. "Imperial Texas" was not a sovereign state, however, and labor repression failed to become a formal, coherent system because of external limitations. Rising demand for the Mexican worker in other parts of the U.S. along with certain federal court decisions resulted in the failure of the white commercial farmers (and white industrial workers) in their efforts to keep Mexicans in the fields. (Author/DS)

ED 165 930 RC 011 093

Oversight Hearings on Indian Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (May 17, 18, and 19, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-May 77
Note-617p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, American Indians, Community Colleges, *Delivery Systems, *Educational Needs, Elementary Secondary Education, *Federal Aid, Federal Legislation, *Hearings, Interviews, Leadership, Legislation, Nonreservation American Indians, *Postsecondary Education, Reservations (Indian), School Services, Treaties, Tribes
Identifiers-*American Indian Education, Bureau of Indian Affairs, Federal Indian Relationship, *Johnson OMalley Act

The need for basic federal support of Indian Education, the adequacy of federal programs in fulfilling that need, the problem of whether current educational delivery systems are meeting the educational needs of Indian children, and the creation of Indian controlled postsecondary institutions were the principal topics explored in the three days of hearings held in May of 1977. Particular discussion was devoted to the history and uses of Johnson O'Malley compensatory funds and other kinds of federal support. Officials from Arizona, South Dakota, Minnesota, and Montana described Indian educational needs and programs in their respective states. Other witnesses included administrators from various Indian schools as well as representatives from such tribes as the Miccosukee, Papago, Sioux, and Navajo. The final day of hearings concerned matters relating to Senate Bill 1215, which would provide for grants to Indian postsecondary educational institutions. Speaking in support of the bill were witnesses from the American Association of Community and Junior Colleges, American Indian Higher Education Consortium, Navajo Community College, Sinte Gleska Community College, National Indian Education Association, National Congress of American Indians, and National Tribal Chairman's Association. Three officials from the Bureau of Indian Affairs appeared to testify on the Bureau's policies and procedures for providing educational services to Indian students. A few graphics illustrate points presented in the narrative. (DS)

Indian Education Oversight; Part II: School Construction Johnson-O'Malley. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (September 21 and October 6, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-264p.; Not available in hard copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Access to Education, American Indians, Educational Needs, Educational Programs, *Federal Aid, Federal Legislation, Financial Problems, Government (Administrative Body), Government Role, *Hearings, Legislation, Nonreservation American Indians, Reservations (Indian), *School Construction, *School Design, Treaties, Tribes

Identifiers-*American Indian Education, *Bureau of Indian Affairs, Federal Indian Relationship, Johnson OMalley Act

Oversight hearing held on two days in September and October of 1977 focused on school design and construction by the Bureau of Indian Affairs (BIA) and on the supplemental and basic support offered to Indian education by the Johnson O'Malley program. On both days Dr. William Demmert, Jr., Director of the Office of Indian Education Programs, BIA, appeared as a principal witness. In a panel discussion with other BIA officials and a representative from the General Services Administration Dr. Demmert described the new five year system the BIA had developed to identify need and define priorities in its school construction programs; he also presented a list of the 23 projects to be initiated under the plan. A representative from the Hopi tribe appeared to tell of frustrations the tribe was encountering in trying to get the BIA to begin design of a new high school. The hearing on the Johnson O'Malley fund system dealt specifically with the current phase-out of the basic support funds and problems encountered by tribes with the supplemental assistance. Dr. Demmert and two other BIA officials appeared to answer questions regarding BIA support of schools. Testimony was also offered by representatives from the Omaha, Winnebago, Santee Sioux and Minnesota Chippewa tribes. Directors from two alternative or experimental Indian schools also appeared. This document includes hearing proceedings, formal statements, and supplementary materials. (DS)

Indian Education Oversight; Part III: Bureau of Indian Affairs Reorganization. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (September 26, 28, 29, and 30, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Sep 77
Note-455p.; Not available in hard copy due to small print size of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*American Indians, Educational Needs, *Educational Programs, *Federal Aid, *Federal Legislation, Government (Administrative Body), *Hearings, Interviews, Leadership, Legislation, Legislators, Nonreservation American Indians, Reservations (Indian), Treaties, Tribes
Identifiers-*American Indian Education, *Bureau of Indian Affairs, Johnson OMalley Program

Four days of hearings in September, 1977 were conducted on the need to reorganize the Bureau of Indian Affairs (BIA) with particular attention devoted to H.R. 9157, a bill to change the Bureau's Office of Education programs. Opening the testimony was a panel of BIA officials, including Forrest Gerard, Assistant Secretary for Indian Affairs. Mr. Gerard stated that reorganization would be initiated immediately and should be completed within a year and a half, adding that the management study of the American Indian Policy Review Commission would be used as a basis for the reorganization. Representatives of national Indian organizations and various tribes as well as officials from a number of Indian schools appeared to voice concerns about the proposed bill. Some of the areas they cited as needing attention included funds for facility construction, research to establish standards for basic education of Indian children, special education of both handicapped and gifted children, hiring practices (including the question of whether Indian preference was always desirable), teacher education programs, and the need for direct funding to tribal governments. Two witnesses from the National Indian Education Association and the National Congress of American Indians questioned whether the education services of the BIA should be pulled out and legislated separately from the rest of the Bureau, especially at a time when that agency was attempting a reorganization. (DS)

ED 165 933 RC 011 098

Olivas, Michael A.
Hispanics in Higher Education: Status and Legal Issues.
Pub Date-4 Oct 78
Note-35p.; Paper presented to the National Association of College Admissions Counselors (Bal Harbour, Florida, October 4, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Access to Education, Admission Criteria, Census Figures, Cultural Awareness, Cultural Differences, Educational Legislation, Educational Policy, *Educational Research, *Enrollment Trends, Equal Education, *Higher Education, Junior Colleges, Mexican Americans, Minority Groups, Puerto Ricans, Role Models, *Spanish Speaking, *Student Recruitment
Identifiers-Chicanos, *Hispanos

In considering participation of Hispanic students in higher education, focus is on racial and ethnic data available, research on Hispanic students, education litigation and legal issues impacting on Hispanics, and recruitment. Though Hispanic enrollments in higher education have increased, high concentration of full-time undergraduates in two-year colleges (least-prestigious, least-funded institutions) carries resulting inequities. Graduate and professional enrollments are even bleaker than undergraduate statistics. Factors impacting on Hispanic participation in higher education include the shortage of highly trained Hispanic personnel to serve as catalysts for change and role models, lack of a federal policy on Hispanic higher education, few high level Hispanic appointments to agencies affecting national educational policy making, and little research attention to Hispanic students. Three research areas which do offer guides to improved access are models of student profiles, institutional research and marketing models, and Chicano student stress research. Legislative remedies are needed on census data and Title III administration, while legal issues include residency, desegregation, testing, and admissions. Improved recruitment is tied to surveys of Hispanic populations, examination of internal policies hampering Hispanics, use of Hispanic students in recruitment/monitoring, cultural awareness, and better support systems. (RS)

Lira, Juan R.
An Investigation of Bilingual Teacher Training and its Effect on Bilingual Bicultural Instruction.
Pub Date-10 Jan 79
Note-41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Academic Achievement, Attitudes, *Bilingual Education, *Bilingual Teachers, Educational Attitudes, Educational Finance, Elementary Secondary Education, Language of Instruction, Literature Reviews, *Mexican Americans, *Multicultural Education, Objectives, Program Evaluation, Spanish Speaking, Success Factors, *Teacher Education, *Teacher Influence, Teacher Qualifications
Identifiers-*Texas

To investigate bilingual teacher training and its effect on bilingual bicultural instruction, a review of the literature was undertaken and teacher training for a bilingual bicultural program in a Texas school district was analyzed through an interview with the program supervisor. The review focused on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin teacher preparation program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana. Findings on the Texas school district bilingual program (intended to develop capability in English and Spanish) revealed: a real attempt to give teachers necessary training; inconsistency between philosophy and practice, e.g., student evaluation through standardized tests in English; that the supervisor had too many responsibilities but lacked input into essential program components; personal attitudes (influenced by salary and class size) affected the performance of those involved. Recommendations relate to the understanding of bilingual education goals, community involvement, curriculum, program assessment, and program financial support. (RS)

ED 165 935 RC 011 101

Branson, Paul S.

A Descriptive Study of the Outdoor Recreation Programs and Services Provided by Selected U.S. Colleges and Universities.

Pub Date-15 May 78
Note-43p.; Parts may be marginally legible due to blurred print
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Athletics, Clubs, Cocurricular Activities, *Comparative Analysis, Credit Courses, *Delivery Systems, Experiential Learning, Financial Support, *Higher Education, Institutional Role, Leadership Training, *Legal Responsibility, Objectives, *Outdoor Education, Physical Activities, *Program Descriptions, Program Design, Program Guides, Recreational Activities, Services, Staff Role, Student Leadership, Student Unions
Identifiers-*Continuum of Outdoor Program Delivery Systems, Cooperative Wilderness Adventure Programs, Outward Bound, Prepackaged Programs

Twenty selected college and university outdoor programs are grouped along the points of Blaesing's Continuum of Outdoor Program Delivery Systems'' in this guide to planning, development, and modification of outdoor programming. Grouping was done on the basis of questionnaire responses by institutions according to these primary variables: degree of student leadership desired, organization/program continuity, implications for institutional liability, available staff support, and amount of participant input desired in program initiation/planning. Under each program type, the guide gives a synopsis of basic features and a description of each school program. Program types and colleges under them are Cooperative Wilderness Adventures universities of Oregon, Idaho, Oregon State, Washington State, California at Davis, California at Irvine; Coordinated Outing/Outdoor Clubs universities of California Polytechnic State at San Luis Obispo, Pittsburgh, Wisconsin at Madison; Individual Outing Clubs none; Canned (Pre-Packaged) Programs universities of California at Los Angeles, West Virginia, Arizona, California State at San Bernardino, and Montana College of Mineral Science and Technology; Credit Courses Fort Steilacoom Community College, Earlham College; Commercial Programs (Outward Bound) University of North Carolina, Charlotte; No Programs universities of California at Berkeley, San Francisco State; New Program Central Michigan University. The appendix contains the questionnaire. (RS)

ED 165 936 RC 011 102

Tait, John L. And Others

Identifying the Community Power Actors: A Guide for Change Agents. North Central Regional Extension Publication 59.

North Central Rural Sociology Committee.

Spons Agency-Extension Service (DOA), Washington, D.C.; Farm Foundation, Chicago, Ill.

Pub Date-Oct 78

Note-33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Change Agents, City Officials, *Community Action, Community Development, *Community Leaders, County Officials, *Decision Making, Guides, *Identification, Local Issues, Methods, *Power Structure, Rural Areas, Social Change, Voluntary Agencies

Purposes of this guide for change agents are to (1) present four methods for identifying community power actors (community leaders), (2) provide a description of how change agents might use each of the four methods, (3) compare the four methods, (4) suggest ways to use a combination of methods or combine elements from various methods, and (5) suggest factors for change agents to consider in selecting an appropriate method. The guide is intended for use by change agents whose major objectives focus on promoting and stimulating social change in rural communities, such as Extension workers, community development specialists, government agency personnel, school administrators, community planners, ministers, business leaders, union leaders, and voluntary association leaders. The four methods presented are the positional, reputational, decision making, and social participation; for each method, the guide gives a description, assumptions, procedures for implementation, types of power actors identified by the method, and its advantages and limitations. The appendix contains suggestions to aid the change agent in applying each method: positional a suggested list of formal positions; reputational and decision making sample questionnaires; social participation sample list of voluntary organizations. (Author/RS)

ED 165 937 RC 011 104

Sanchez, Sue Cosby, Arthur G.

Marriage Deferment and Achievement of Rural Youth: Comparisons of Blacks and Whites.

Spons Agency-Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date-Feb 79

Note-20p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, ``Defining and Achieving Life Goals: A Process of Human Resource Development''; Paper prepared for the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1979)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement, *Aspiration, Attitudes, Blacks, Caucasians, *Educational Objectives, Females, Longitudinal Studies, Males, *Marriage, *Occupations, Racial Differences, *Rural Youth, Sex Differences, Southern States

Identifiers-*Southern Youth Study

Effects of early marriage and marriage deferment on educational attainment and occupational achievement of black and white youth were investigated in a longitudinal study of 1,052 rural youth from Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas. Data were obtained from the larger Southern Youth Study, 1966-72. Within the framework of the life cycle perspective, early marriage was found to be associated with a set of attitudinal antecedents generally indicative of lower level achievements. Specific findings showed: both blacks and whites who held aspirations and expectations during adolescence for lower level education and occupation married early; actual early marriage was associated in early adulthood with lower attainment as well as with continuation of lower achievement orientations; negative achievement influence of early marriage was generally pervasive for both males and females, blacks and whites. An unexpected finding was that the interrelationship between marital deferment and achievement attitudes did not appear until early adulthood for blacks, and then for expectations and attainments only. For whites, early marriage had a depressant effect on adolescent and early adult aspirations and expectations, both educationally and occupationally. Findings taken collectively point to timing of marriage as an important behavior influence in status attainment processes. (Author/RS)

ED 165 938 RC 011 106

Child Abuse and Neglect Prevention and Treatment in Rural Communities: Two Approaches.

National Center for Child Advocacy (DHEW/OHD), Washington, D.C.

Report No.-DHEW-OHDS-78-30154

Pub Date-78

Note-184p.; This is a reprint of two separate documents: ``A Rural Community Self-help Approach to the Prevention of Child Abuse and Neglect'' produced by the Appalachian Citizens for Children's Rights and ``Operation Reach Wyoming People Reaching Out to help their Abused and Neglected Children'' produced by the Wyoming Department of Health and Social Services, Cheyenne, Wyoming

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-Agencies, Change Agents, *Child Abuse, Child Advocacy, *Community Involvement, Education, Human Services, Information Dissemination, *Neglected Children, *Prevention, Program Design, Program Evaluation, *Rural Areas, *Self Help Programs

Identifiers-Appalachia, *Treatment Programs, Wyoming

The two reports reprinted here address prevention and treatment of child abuse and neglect in rural areas through self-help programs. The larger report, that of the Appalachian Citizens for Children's Rights (ACCR) Project, describes project purposes: to develop a community development model for child abuse/neglect using resources already existing (human service professionals, agencies, and community citizens) in most of rural America and to demonstrate the model and develop self-help materials providing technical assistance for other communities. In addition to general information about child abuse and the rural setting, the report describes ACCR and deals with self-help groups, innovation and diffusion, and children's rights. Various human service systems are examined (social and health services, law/law enforcement, education, recreation, child care, self-help groups) and brief suggestions are made for developing a community project without a federal grant. The second, shorter report describes Operation Reach (involving five Wyoming communities) which placed a community organizer in each project area for two months to mobilize the community and help residents draft and implement a child abuse/neglect prevention program, and includes rationale, concepts, and a description of each program. It also contains recommendations, a budget breakdown, and comments on program adaptability. (RS)

Children and Youth Camp Safety Act, 1978. Hearing Before the Subcommittee on Child and Human Development of the Committee on Human Resources, United States Senate, 95th Congress, 2nd Session on S. 258 To Provide for the Development and Implementation of Programs for Children and Youth Camp Safety (March 21, 1978).

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-21 Mar 78

Note-268p.; Not available in hard copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Camping, *Children, Definitions, Federal Government, *Federal Legislation, Government Role, Health, *Hearings, Organizations (Groups), Outdoor Education, Resident Camp Programs, *Safety, Standards, *Youth

Identifiers-*Children and Youth Camp Safety Act, Congress 95th

The product of some 10 years of work directed toward federal legislation addressing and defining youth camp safety, the Youth Camp Safety Act (S. 258), as presented in these hearings, calls for the federal government to assume a role in the development of state health and safety standards for children attending youth camps in any state in the nation. Arguments presented in favor of this legislation contend that most (80%) of the states do not presently have safety regulations applicable to youth camps, and it is maintained some camps operate under "appalling" conditions. Arguments presented against this bill contend that youth camp injuries and deaths are not statistically significant and that implementation of the Act would produce administrative waste and ineptly derived standards which would then be enforced by bureaucrats, rather than trained camp personnel. Statements are presented by witnesses representing the following groups: Girl Scouts, United States of America; American Camping Association; Boy Scouts of America; Christian Camping International; Word of Life International; Camp Fire Girls, Inc.; Camping Association for Mutual Progress; Wilds Christian Camp and Conference Center; Department of Health, Education, and Welfare; Center for Disease Control, Public Health Service; Environmental Health Services Division, Public Health Service; and two U.S. Senators from Connecticut. Additional information is presented in the way of nine articles or publications and one communication. (JC)

ED 165 940 RC 011 108

Beaulieu, Lionel J.

A Profile of Suwannee County, Florida.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; Florida Univ., Gainesville. Agricultural Experiment Station.
Pub Date-Feb 79
Note-16p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-120, Social Organization for Development of Low-Income Rural Counties''; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Production, Agricultural Trends, *Area Studies, Attitudes, Community Development, *Community Leaders, *Community Problems, Demography, *Economic Development, Geography, Local History, Migration, Quality of Life, *Rural Areas, Rural Economics, Rural Environment, Southern States
Identifiers-*Florida (Suwannee County), Topography

Agriculture and the railroad were significant forces in the development of Suwannee County, Florida, formally created in 1858 but explored and settled beginning some 300 years earlier. Lumber and cotton caused an early 20th century boom in the county which soon saw the negative effects of both industries. The introduction of tobacco in the late 1920's caused an agricultural resurgence which has continued to the present. By 1970, Suwannee County had become a leading producer of chickens and tobacco. Economically, the county followed national trends in that there were fewer, larger farms in the 1970's than before. From 1950 to 1970 farm-based employment declined 31.7% but the steady increases in manufacturing, construction, and wholesale/retail trade indicated that those industries will grow in importance, thereby strengthening the county's economic base through diversification. Suwannee County leaders identified this economic potential as one of the county's main strengths but noted the need for recreational and educational improvements to support an expanding economic base. By 1970 non-agricultural employment had become a more important source of income but personal income for county residents was still far below the state average. County population growth statistics were consistent with those for the state of Florida. (SB)

Beaulieu, Lionel J. Anderson, Deborah S.

A Profile of Hardee County, Florida.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; Florida Univ., Gainesville. Agricultural Experiment Station.
Pub Date-Feb 79
Note-15p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-120, "Social Organization for Development of Low-Income Rural Counties"; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Agricultural Production, *Area Studies, Attitudes, Community Development, *Community Leaders, *Community Problems, Demography, *Economic Development, Geography, Local History, Population Growth, Quality of Life, Rail Transportation, *Rural Areas, Rural Economics, Rural Environment, Southern States, Urban to Rural Migration
Identifiers-*Florida (Hardee County), Topography

In 1977 leaders of Hardee County, Florida, listed relationships and attitudes of residents, rural atmosphere, environmental conditions, and economic potential among the county's strong points, and public service and facility improvements, developing economic potential, recreational and entertainment development, and planning and zoning as its most pressing needs. An area of over 400,000 acres on the Peace River in south central Florida, Hardee County was officially established in 1921. Population in the area grew slowly until after the railroad arrived in the 1880's when both farm products and land increased in value. Historically, agriculture has dominated the local industrial scene, with citrus production, which grosses an estimated $31 million annually, especially important. While agriculture will continue to be important, phosphate mining may provide a major impetus to the county's growth by 1990. Since 1950 there have been increases in service group, clerical, craftsmen, and foremen occupations. The county's median income in 1969 was much lower than that of the state of Florida, which averaged only half as many living below poverty level. The county also contrasted the state's booming population growth trends until 1970 when an upsurge began. (SB)

ED 165 942 RC 011 117

Jess, James D.
Revitalizing Rural Education and Small Schools in Iowa. A Position Paper Prepared for the House and Senate Education Committee of the 68th General Assembly, First Session.
Pub Date-25 Jan 79
Note-28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Classification, Declining Enrollment, Delivery Systems, *Educational Finance, *Guidelines, Organization, *Rural Education, School Districts, School Services, *School Size, *Small Schools, *State Legislation, Teacher Education, Teacher Salaries
Identifiers-*Iowa

During 1976-77, 42% of U.S. schools operated with fewer than 600 pupils and 27% operated with fewer than 300 pupils; Iowa had 181 K-12 public school systems with fewer than 300 pupils in 1977-78. All of Iowa's smaller school systems were located in the more sparsely populated rural areas of the state, had higher than average per pupil assessed valuations and per pupil expenditures, and received lesser amounts of state aid per pupil. The gap in salaries for experienced and more highly degreed teachers in the smaller versus the larger districts had become appreciable and neared what could be called discriminatory. Smaller rural schools located in the more sparsely populated areas of the state experienced enrollment declines during the 1970's; projections indicate that the declines will continue into the 1970's, but with less severity than in the 1970's. Prepared as a guide for the 1979 session of the Iowa General Assembly, the paper provides national and Iowa perspectives of rural and small schools and presents guidelines and legislative alternatives for Iowa legislative action on thinking rural'', rural school and district organization, financing Iowa's rural

schools, a recommended classification system for rural schools with declining enrollment, Iowa's rural teachers, and delivering appropriate services and programs to Iowa's rural schools. Appended is a list of Iowa's rural school districts under 650 enrollment and some examples of various states' policies on sparsity. (BR)

ED 165 943 RC 011 118

Anderson, Robert E., Jr.
Poor, Rural, and Southern.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Blacks, Civil Rights, *Cooperative Programs, *Economic Disadvantagement, Financial Support, Nonprofit Organizations, *Private Financial Support, Racial Discrimination, Rural Development, Rural Farm Residents, *Rural Population, Rural to Urban Migration, *Self Help Programs, *Southern States
Identifiers-Delta Foundation, Mississippi Action for Community Education, Southeast Alabama Self Help Association, Southern Cooperative Development Fund

Despite political gains and the lowering of social barriers, most Southern blacks still face formidable economic obstacles. More than half of rural Southern black families are living at or below poverty level. Efforts to improve their lot have included a number of cooperative and self-help community programs. The Southern Cooperative Development Fund, the Mississippi Action for Community Education, and the Southeast Alabama Self-Help Association are among those receiving large scale assistance from the Ford Foundation. The common goal of the three organizations is to enable those who wish to remain in the South to do so by providing a social and economic environment in which people can live and work with dignity and security. Their combined efforts include: funding to establish consumer, agricultural marketing and fishing cooperatives and credit unions; scholarships and other types of educational assistance; lobbying efforts; advancement of civil rights; demands for equalization of community services; creation of ombudsman agencies for the rural poor; establishment of health care services; and economic development of manufacturing, housing, construction, and financial services. This document reports on the growth of each of the three organizations and describes specific projects undertaken to provide opportunities and a better life for the South's rural poor. (DS)

ED 165 944 RC 011 119

Gore, Peter H. And Others
The Assessment of Public Issue Perception: Exploration of a Three-Tiered, Social-Network Based Methodology in the Champlain Basin.
Spons Agency-Water Resources Council, Washington, D. C.
Pub Date-Aug 78
Note-67p.; Not available in hard copy due to author's preference; Paper prepared for the Annual Meetings of the Rural Sociological Society (San Francisco, California, August, 1978) ; Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Citizen Participation, Conservation (Environment), *Environment, Federal Programs, High School Students, *Information Dissemination, Interviews, Land Use, Methods, Needs Assessment, Organizations (Groups), Public Opinion, Public Support, *Research Design, Rural Areas, *Social Systems, Surveys, Urban Areas, Water Resources
Identifiers-Key Informants, *Lake Champlain Basin Study, *Public Issues

Design, application, and interpretation of a three-tiered sampling framework as a strategy for eliciting public participation in planning and program implementation is presented, with emphasis on implications for federal programs which mandate citizen participation (for example, Level B planning of Water Resources Planning Act, Federal Water Pollution Control Amendments). The three-tiered survey procedure was used in the Lake Champlain Basin Study, which dealt with development and implementation of long-range programs for conservation and development and use of water and land resources in a mixed rural/urban area of uneven socioeconomic status. Study goals were a broader data base, a representative basin constituency, and identification of and relative importance of basin issues; the tiers were high school, key informant, and organizational surveys. The seven basic categories of environmental concern ranked by respondents were land use, wetland issues, water pollution, socioeconomic issues, recreation, energy, planning/management. Results show that the research design gave representative groups a systematic opportunity to respond to issues and that the public did respond and rank priority issues. It is predicted that treating informant groups as constituencies will achieve a new dimension of coordinated integrated planning, which addresses the real complexities of preparing environmental plans likely to receive public understanding and support. (RS)

ED 165 945 RC 011 122

Career Education and the American Indian. Fall 1976.

South Dakota Univ., Vermillion. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-300-76-0291
Note-33p.; Not available in hard copy due to sideways reading material
Available from-Career Education Demonstration Project for American Indian Children, The University of South Dakota, School of Education, Suite 205, Vermillion, South Dakota 57069 (cost of reproduction)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-American Indians, *Career Awareness, Career Education, *Career Opportunities, Career Planning, Elementary Secondary Education, Learning Activities, *Maps, Occupational Information, Occupations, *Reservations (Indian), Role Models, *Teaching Guides, Tribes, Vocational Education
Identifiers-American Indian Education, *Sioux (Tribe), *South Dakota

These materials are for use in the instruction on current occupations existing on the Standing Rock, Cheyenne River, Sisseton, Lower Brule, Crow Creek, Flandreau, Pine Ridge, Rosebud, and Yankton Sioux Indian Reservations in South Dakota. Objectives of the materials are to help learners identify the geographical locations of each of the nine Sioux reservations, gain an increased awareness and understanding of occupations that exist on reservations, understand the relationship of various occupations to the student's heritage, and understand the relationship of existing occupations to American Indians employed on the student's reservation (Positive Models). The packet consists of 11 maps of the state identifying each of the Sioux reservations and their geographical locations. Maps of each reservation list 20 occupations existing there, e.g., among the career opportunities on the Cheyenne River Reservation are post master, bilingual teacher, social worker, accountant, tribal attorney, office worker, law enforcement worker, dentist, nurse, rancher, and tribal official. Suggested uses of the materials include bulletin board displays, overhead transparencies for group presentation, and handouts for learners. A few student activities are also listed to serve as guidelines in adapting the materials to the local educational situation. As a supplement to this manual, a set of colored transparencies, identical in sequence and format is available from the originating project. (DS)

ED 165 946 RC 011 123

White Hawk, Sharon, Ed.

Career Cluster Activity Book, Intermediate Level. Learn About the Fifteen Career Clusters and Color the Pictures. Teacher's Manual.

South Dakota Univ., Vermillion. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-300-76-0291
Note-25p.
Available from-Career Education Demonstration Project for American Indian Children, The University of South Dakota, School of Education, Suite 205, Vermillion, South Dakota 57069 (price to be determined)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Career Opportunities, Career Planning, Elementary Education, Illustrations, *Instructional Materials, Learning Activities, Occupational Clusters, *Occupations, Role Models, *Teaching Guides, Vocational Education
Identifiers-American Indian Education, *Career Clusters Curriculum

Teaching and enrichment activities for use in the career education instruction of Indian students are presented in this teacher's manual to the Career Cluster Activity Book. Fifteen cluster areas of career education are identified, an example of one career in each cluster is illustrated, and learner objectives for each profession are listed to help in the identification of such aspects as the skills required, equipment used, training needed, duties performed, and the value of the work as related to Indian people. The primary purpose of the activity book is to provide illustrations that will create in the Indian student an awareness, understanding and motivation to become involved in work, both on and off the reservation. Through the use of the materials the teacher can provide learning experiences that would encourage the students' positive attitudes toward themselves, the world of work, and others. Materials should assist the students in making decisions about their future careers and in acquiring a sense of hope as they think about the future. Although directed toward the Indian student, the book can also be used by students of other ethnic backgrounds to gain an awareness of career clusters and occupations. The book also demonstrates that American Indians can and do work in the occupations illustrated. (Author/DS)

ED 165 947 RC 011 124

White Hawk, Sharon, Ed.

Career Cluster Activity Book, Intermediate Level. Learn About the Fifteen Career Clusters and Color the Pictures.

South Dakota Univ., Vermillion. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-300-76-0291
Note-30p.
Available from-Career Education Demonstration Project for American Indian Children, The University of South Dakota, School of Education, Suite 205, Vermillion, South Dakota 57069 (price to be determined)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*American Indians, *Career Awareness, *Career Education, Career Planning, Elementary Education, *Illustrations, *Instructional Materials, Learning Activities, Occupational Clusters, Occupational Information, *Occupations, Role Models, Vocational Education
Identifiers-American Indian Education, *Career Clusters Curriculum

Simple black and white illustrations portray one occupation for each of 15 career clusters. Directed toward the Indian student and showing Indians at work in the occupations depicted, the illustrations are intended to create an awareness, understanding, and motivation for Indian students to become involved in work, both on and off the reservation. The 15 career clusters are health, personal service, manufacturing, environment, agri-business and natural resources, consumer and homemaking, marketing and distribution, construction, business and office occupations, hospitality and recreation, marine science, fine arts and humanities, public services, communications and media, and transportation. Their illustrated occupations are ambulance attendant, beauty operator, blacksmith, botanist, cattle rancher, clothes designer, grocery checker, heavy equipment operator, hospital administrator, hunting and fishing guide, oceanographer, photographer, police officer, sign painter, and truck driver. All of the illustrations, which may be colored by the student, should serve as a springboard to help the students in understanding what is the career, what training is required, the qualifications, the responsibilities, the earning potential, how it helps others, and what subjects can be studied in school to prepare for that career. (DS)

ED 165 948 RC 011 125

Warren, Dave

Cultural Studies in Indian Education.

Spons Agency-Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.
Pub Date-Jan 74
Note-23p.
Journal Cit-BIA Education Research Bulletin; v2 n1 p2-18 Jan 1974
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*American Indians, Community Involvement, *Cross Cultural Studies, Cultural Awareness, Cultural Education, *Cultural Pluralism, Curriculum Development, History, Intercultural Programs, Mexican Americans, *Multicultural Education, Philosophy, Research Needs, Social Values, Tribes, World History
Identifiers-*American Indian Education, Cultural Contributions, *Cultural Preservation

For many years American Society seemed to feel that all institutional and cultural development of the United States came directly from Western European historical tradition. The greater society lost much of the enrichment and perspective that comes from the acceptance of a cultural pluralism that includes American Indian contributions in society and cultural development. With the growth of the concept of cultural pluralism, however, the Indian community has undertaken programs and activities to preserve the further understanding of their cultures. Attention has been directed to the inadequacy of many textbooks in dealing with American Indian history and culture; efforts have been made to remove educational materials prejudicial to Indian culture. Other projects have sought to preserve the languages, legends, customs, and histories of various tribes. Cultural materials programs that might still evolve include publications on original histories and research on values systems, studies on Indian governments and legal systems, recordings of Indian languages, preservation of Indian oral literature, and changes in instructional and curriculum materials to accurately reflect Indian culture. In addition to describing efforts to preserve the Indian cultures and to promote understanding of them, this document traces the concept of cultural pluralism and its application in American Indian education and discusses the types of curriculum changes necessary to help the two cultures educate each other. (DS)

ED 165 949 RC 011 126

Triplett, DeWayne R., Ed. Ellis, Joseph R., Ed.

Education of Native Americans Today.

Pub Date-May 78

Note-44p.

Journal Cit-Thresholds in Education; v4 n2 May 1978

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Adult Education, *Alaska Natives, *American Indians, Cultural Pluralism, Educational Trends, *Elementary Secondary Education, Federal Aid, Higher Education, Multicultural Education, *Nonreservation American Indians, Parochial Schools, *Periodicals, Racism, School Community Cooperation, *Self Determination

Identifiers-Alaska, *American Indian Education, Contract Schools, Johnson OMalley Act

Various aspects of Indian education are treated in the two poems and 12 articles that constitute this issue of Thresholds in Education.'' An article entitled Indian Self-Determination and Indian Education'' charts the growth of the self-determination movement, the influence of cultural pluralism, and the increasing involvement of Indians in their educational processes. Rough Rock Demonstration School: The First Indian Contract School'' tells of program design, administration, and funding difficulties encountered in a school totally controlled by its Navajo community. Little Big Horn High School and Preschool'' describes the development and implementation of urban Native American education programs in Chicago. Also included is Lyman Pierce's Trends in Indian Education: The Views of an Urban Native American Community Leader''. Three articles deal with cross cultural education in Alaska; one cites factors accounting for the success of parochial schools in meeting the educational needs of Eskimo and Indian students, the other two describe learning opportunities for native adults. Other titles include: Landmarks on the Path of Indian Education'', The Johnson O'Malley Act in the Evolution of Native American Education'', Higher Education: a New Arena for Native Americans'', and Facets of Racism and Native American Culture''. (DS)

ED 165 950 RC 011 128

Jones, Richard S.

Federal Programs of Assistance to American Indians.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.-75-110-GGR; HV-3178

Pub Date-25 Apr 75

Note-303p.; Not available in hard copy due to poor print quality

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Agencies, Alaska Natives, *American Indians, Credit (Finance), Developmental Programs, Employment Programs, Equalization Aid, *Federal Aid, *Federal Programs, Nonreservation American Indians, Poverty Programs, *Program Descriptions, Reservations (Indian), Tribes

Identifiers-Bureau of Indian Affairs, Department of Agriculture, Department of Commerce, Department of Health Education and Welfare, Department of Housing and Urban Development, Department of Interior, Department of Justice, Department of Labor, Department of Transportation, *Federal Indian Relationship, Small Business Administration, Smithsonian Institute, Veterans Administration

Comprehensive descriptions of all federal programs which specifically benefit American Indians are compiled in this document which utilizes information contributed by government agencies and departments in 1974. The format of each program includes: (1) the name, nature, and purpose of the program; (2) eligibility requirements; (3) how to apply (including application and approval deadlines); (4) who to contact for information regarding the program; (5) how to obtain printed information concerning the program; (6) authorizing legislation; (7) administering agency; (8) available assistance; (9) use restrictions; (10) appropriations sought; (11) past appropriations; (12) obligations incurred; (13) Washington contacts; (14) local contacts throughout the United States; and (15) related programs. The document lists over 150 programs covering such areas as farm, business, and other types of loans, supplemental food assistance and nutrition services, educational assistance, development and protection of natural resources, fish and wildlife services, road construction, aid to small businesses, employment training, and cultural preservation. Programs are listed by the sponsoring agencies as well as in a topical index. (DS)

Rural Youth in Asia. Report of the CCA Rural Youth Study Group (Sibu, Malaysia, March 14-19, 1976).

Pub Date-Jan 77
Note-53p.; Reports prepared by the Christian Conference of Asia, Singapore
Available from-Christian Conference of Asia, 480 Lorong 2 Toa Payoh, Singapore 12 ($1.00 while supply lasts)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Agriculture, Church Programs, *Church Role, Community Action, Developing Nations, *Economic Disadvantagement, Foreign Countries, Government (Administrative Body), Government Role, Power Structure, *Religion, *Rural Development, *Rural Youth, *Social Change, Socioeconomic Background, Youth Leaders
Identifiers-*Asia

Historical causes of rural poverty and general recommendations for work among rural youth in India, Malaysia, Philippines, Sri Lanka, and Thailand are presented in this summary of national reports given before the Rural Youth Study Group in 1976. In addition to study papers on each country, the volume contains an introduction on rural youth and the rural predicament which summarizes the countries' common history, foreign influences, governmental and church-related rural development projects, rural poverty, and five essential systematic phases of rural development. Each national study paper contains a map, historical summary, and basic geographic, political, and socioeconomic data. Subtopics are as follows: India Indian independence movement, peasant movements, youth student movements; Malaysia racial problem, rural economy, rural youth in West Malaysia, church role in rural development; Philippines general background, land ownership, rural struggle, survey of village youth organization, local churches; Sri Lanka political-economic structures of rural society, caste system and religion, role of youth in rural struggle, survey of rural youth development programs; Thailand community solidarity, role of religion, economic problems of villagers, role of youth/students in rural struggle. A concluding paper treats the role of youth in the national struggle (training, motivating church youth). (RS)

Bennett, A. M. And Others
Telehealth Handbook. A Guide to Telecommunications Technology for Rural Health Care.
Mitre Corp., McLean, Va.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-DHEW-PHS-79-3210; NCHSR-79-1
Pub Date-May 78
Contract-HRA-106-74-182
Note-164p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Administration, Costs, *Delivery Systems, Guides, Health Education, Health Needs, Health Personnel, Information Networks, Information Systems, *Medical Services, Patients (Persons), *Primary Health Care, *Rural Areas, Rural Population, *Telecommunication, Telephone Communication Systems, Television
Identifiers-*Telehealth System

Emphasizing primary care, this handbook focuses on the application of specific types of telecommunications technology to the process of information exchange within a rural health care system. Its purpose is to provide guidance to health care planners who want to consider the potential of telecommunications technology for improving quality, accessibility, and efficiency of care. Taking a functional, applications-oriented approach, it integrates the issues and recommends a decision-making process. The range of technologies discussed includes not only the expensive and exotic but also the rather inexpensive, everyday technologies that should be available in many parts of the country. Content includes background material on health care and information exchange; the concept of a network and the distinction between telecommunications links and end-instruments; functional applications of telehealth systems (patient care management, administration, education); technical components of telehealth transmission (narrowband, telephone, radio, broadband, networks), end-instruments (audio, telemetry, data/record, video, slow-scan television, patient-viewing video devices); process for assessing feasibility of telehealth in a specific setting; paying for telehealth. More than 50 current and planned telehealth projects and references for additional information are briefly described. (RS)

ED 165 953 RC 011 131

Navajo Administrator Training Program.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-1 Nov 78
Note-19p.; Submitted to the American Association of Colleges for Teacher Education for judging in the Distinguished Achievement Awards, 1979
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Education, *American Indians, Career Ladders, Community Consultants, Delivery Systems, *Educational Administration, Educational Alternatives, Educational Programs, Financial Support, *Graduate Study, Higher Education, Program Costs, *Program Descriptions, Program Planning, Reservations (Indian), Self Determination, *Work Experience Programs
Identifiers-*Navajo Administrator Training Program NM, *Navajo Nation, University of New Mexico

The Navajo Administrator Training Program (NATP) was initiated to prepare graduate level Navajo administrators for Navajo schools. A cooperative program involving the Navajo Tribe, University of New Mexico, and the Carnegie Corporation, the nontraditional graduate program alternates intensive one-week on-campus sessions with five-week off-campus work experiences three times per semester during the academic year (six hours credit per semester). Students attend two eight-week summer sessions to complete the masters program in two years. Both field-based and university-based coordinators provide support services during off-campus periods. Of the 50 students enrolled since January 1975, 21 have graduated, most of whom are now holding administrative positions on the reservation. Instructors are regular university staff and guest lecturers. In addition to traditional educational administration courses, special attention is given to unique Navajo problems and applications. NATP, an exportable model of quality graduate education, has increased the number of on-reservation Navajo administrators, enhanced Navajo self-sufficiency and self-determination in education, strengthened bonds between university and tribe, and provided a professional career ladder for a population whose advancement was previously limited. (Author/RS)

ED 165 954 RC 011 132

French, Laurence

Recent Educational Progress Among the Eastern Cherokees.

Pub Date-Feb 77
Note-14p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (74th, Atlanta, Georgia, 6-9 February 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education Programs, American Indians, Cultural Awareness, *Cultural Background, Cultural Traits, *Culture Conflict, *Educational History, Educational Needs, Educational Programs, Folk Culture, Models, Postsecondary Education, *Program Descriptions, Tutorial Programs
Identifiers-*American Indian Education, *Eastern Cherokee (Tribe), North Carolina (Qualla Boundary)

No part of Cherokee life has been more important to the Tribe, past or present, than that of a good education.'' Despite this attitude, it has not been easy for the Cherokee to bridge the gap between their subculture and that of the larger dominant U.S. society. Discipline and white enculturation were zealously pursued in early boarding schools and the bitterness created is still felt by many older Cherokee. Even today educational programs attempt to destroy the remnants of the unique folk culture and replace it with the Protestant ethic. Often the responses expected of children are in complete opposition to the values held by the Cherokee culture. Educational programs must be developed that will preserve the positive attributes of the marginal subcultures and yet at the same time prepare the student to meet the challenges of the dominant culture. Such a program is underway by a Cherokee group at Qualla Boundary. It seeks to promote the Cherokee culture, provide tutorial and counseling programs to help students stay in school and prepare them for college, encourage students to go on to college, and assist them in various ways to remain there. An adult education program is in operation at the new 7.5 million dollar high school, and college level courses offered on the reservation make it possible for adults to complete up to two years of college. This paper describes the history and culture of the Cherokee, presents the inadequacies of past and present educational programs, and sets forth specific programs of the Qualla Boundary group. (DS)

ED 165 955 RC 011 135

Khan, Akhter Hameed

Ten Decades of Rural Development: Lessons from India. MSU Rural Development Paper No. 1, 1978.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-78
Contract-AID-ta-CA-3; AID-ta-G-1301
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Administrative Organization, *Agriculture, Change Agents, *Change Strategies, *Colonialism, Community Development, Cooperatives, Developing Nations, Economic Development, Economic Disadvantagement, Foreign Countries, *Governance, Local Government, *Rural Development, Rural Education, Rural Extension, *Social Change, Social Class
Identifiers-China, *India, Land Tenure

One hundred years of rural development in India is surveyed, tracing the impact of colonial administration up to and including the decades of independence an administration built on elitism, centralism, and paternalism. Four major rural problems of famine, abuses of land tenure, peasant indebtedness, and rural disaffection and how political entities have attempted to overcome them are discussed. It is shown that colonial rulers dealt with scarcity, disparity, and disaffection in a variety of ways: agricultural ``demonstration and propaganda'' to counteract scarcity, cooperatives/tenancy reforms to check disparity, local government to redress disaffection, and techniques of rural reconstruction. The measure of success is addressed, and the shift from community development to agricultural extension as a means of rural development following World War II is chronicled. The fifties are described as a decade of community development and agriculture extension during which American influence intermingled with colonial traditions and the sixties as the culmination of American influence, with a return to older traditions. This decade is seen as one of consolidation, with comparisons drawn between development in India and China. Whether the new poverty and target groups orientation accomplishes overall rural development, so far elusive, or is merely a change in methods, remains to be seen. (RS)

ED 165 956 RC 011 136

Chronicles of American Indian Protest.

Council on Interracial Books for Children, Inc., New York, N.Y.

Pub Date-79

Note-403p.; Revised from a 1971 edition; Not available in hard copy due to publisher's preference

Available from-Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 ($5.95; 30% discount for ten or more copies)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Indians, Books, Chronicles, Culture Conflict, *Federal Government, *Leadership, Nonreservation American Indians, Primary Sources, Relocation, Reservations (Indian), *Self Determination, Social History, *Speeches, Treaties, Tribes, United States History, War

Identifiers-*American Indian History, Sovereignty, *Struggle for Freedom, Trust Responsibility

More than 60 historical documents related to the struggle of American Indian nations to preserve their sovereignty from the first resistance to the European invasions of the Americas up to and including the present are contained in this chronicle. Covering the period from 1622 to 1978, this updated version is expanded to include documents generated by the resurgence of the Indian protest movement during the 1970's. Organized under 29 topics or time periods, the book includes a discussion preceding each document or set of documents giving the setting and events leading up to its issuance. Some postscripts to documents are included, relating subsequent events or uses of a document. The chronicle begins with ``A Declaration of the State of the Colony and Affairs in Virginia'', relating to the attack by the Powhatan Confederacy on white settlements and ends with material from the seventies such as the Trail of Broken Treaties, Wounded Knee, Geneva Conference, Land Claims Cases and Trust Responsibility, and the Longest Walk. Intervening sections include pronouncements by American Indians and documentation about the Native American struggle, including such personages and events as Geronimo, Cochise, Chief Joseph, the Pueblo revolt in Taos, Tecumtha, Black Hawk, Memorial and Protest of the Cherokee Nation, Red Cloud's War, Sitting Bull, the Navajo and the New Deal, and Alacatraz Reclaimed. (RS)

ED 165 957 RC 011 137

Price, Monroe E.
Law and the American Indian. Readings, Notes and Cases. Contemporary Legal Education Series.
Pub Date-73
Note-841p.; For related document, see ED 061 008
Available from-The Bobbs-Merrill Company, Inc., 4300 W. 62 St., Indianapolis, Indiana 46206 ($12.95)
Document Not Available from EDRS.
Descriptors-*American Indians, Court Cases, Court Litigation, Economic Development, Federal Legislation, *Instructional Materials, Land Use, *Laws, *Legal Education, Legal Problems, *Power Structure, State Legislation, States Powers, Tribes
Identifiers-*Federal Indian Relationship, Land Tenure, Legal System, *State Indian Relationship, Tribal Sovereignty

Another in the Contemporary Legal Education Series, this book questions how the law and the legal system have contributed to the support or destruction of separatist tendencies ``in a context where there has been a rather formal debate on the precise issues of assimilation and preservation of cultural identity''. The book is designed (1) to complement Felix Cohen's text, the ``Handbook of Federal Indian Law'', (2) to spur an increase of the study of Indian legal problems, (3) to provide an accurate assessment of such problems as a necessary supplement to college level American history course material, and (4) to provide useful and practical material for Indian people and their lawyers to increase the more effective use of the law by those parties. The chapters provide a detailed examination of five broad topics: Sovereignty and the Flow of Power; Power of the States; Concepts of Property in Federal Indian Law; Land Tenure, Land Use, and Economic Development; and Strengthening Tribal Government. Each topic is illustrated and supported by pertinent notes and cases, and the approximately 500 cases cited are listed alphabetically in a Table of Cases. Finally, there is a bibliography of about 200 Law Review articles related to Indian affairs. The bibliography is organized by subject. (Author/SB)

ED 165 958 RC 011 138

Cumming, Peter A., Ed. Mickenberg, Neil H., Ed.
Native Rights in Canada. Second Edition.
Pub Date-72
Note-376p.; Fourth printing, September 1977
Available from-Akwesasne Notes, Mohawk Nation via Rooseveltown, New York 13683 ($8.95)
Document Not Available from EDRS.
Descriptors-*American Indians, *Canada Natives, Colonialism, *Court Litigation, Eskimos, *Federal Legislation, History, Intergroup Relations, Land Settlement, Laws, Legal Responsibility, Natural Resources, *Treaties, Tribes
Identifiers-American Indian History, *Canada, Federal Indian Relationship, Land Claims, *Native Rights

Intended as a research and reference tool for Canada's native people and their legal advisers, this book is a comprehensive treatise on the law of aboriginal rights and treaties, the historical pattern of dealing with those rights, and alternative judicial and legislative solutions for the settlement of native claims. Secondarily, it is intended to provide the Canadian public with the legal theory and history of aboriginal rights. This second edition, substantially a new book, focuses on how the principle that Indian and Inuit people have the right to use and occupy aboriginal lands or receive compensation for their loss has been effected by the legislative, executive, and judicial branches of government. After an introduction and definition of who a native person is, the book is organized into six parts: law of aboriginal rights; law of Indian treaties; historical pattern of dealings with native peoples of Canada by various provinces/territories; current issues (hunting and fishing rights, mineral rights, federal control over Indian Reserves); alternative solutions for settlement of native rights (the U.S. Indian Claims Commission, the Alaska Settlement). A table of cases lists more than 100 pertinent international cases, with the pages on which they are cited. Various government proclamations, treaties, and a 1969 speech by Prime Minister Trudeau are appended. (RS)

ED 165 959 RC 011 142

Controls Are Needed Over Indian Self-Determination Contracts, Grants, And Training And Technical Assistance Activities To Insure Required Services Are Provided To Indians. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.-CED-78-44

Pub Date-15 Feb 78

Note-43p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Accountability, Administrative Change, Administrator Role, Agencies, *American Indians, *Federal Aid, Federal Government, Financial Support, Grants, Investigations, *Money Management, Policy Formation, Program Budgeting, Program Effectiveness, Research, Reservations (Indian), *Self Determination, Tribes

Identifiers-*Bureau of Indian Affairs, *Indian Self Determination and Educ Assistance Act

Although self-determination funds in fiscal year 1977 accounted for about 25 percent of the Bureau of Indian Affairs (BIA) budget for the operation of Indian programs, the BIA has not adequately supervised tribal performance under these contracts and grants. Questionable use of funds, incorrect interpretations of regulations, inadequate criteria to measure performance, conflicts of interest, and inadequacy of BIA guidelines in defining duties of employees were identified as contributing factors in a study that included trips to BIA headquarters, area offices and agencies, visits to reservations, and interviews with BIA and tribal officials. The BIA should develop management reporting systems to help monitor and control self-determination contracts, grants, and training and technical assistance activities. BIA policies, regulations, guidelines, and practices should also be revised to (1) prohibit award of contracts in which the starting date precedes the date of award; (2) establish specific criteria for measuring performance; (3) require supervision of contracts and grants by adequately trained area level officers whose responsibilities have been clearly defined; and (4) prevent self determination training and technical assistance funds from being used for assistance that does not help tribes to develop the capability to negotiate and administer self-determination contracts or grants or to improve their capabilities to fully exercise their self-determination options. (DS)

ED 165 960 RC 011 143

Kleinfeld, Judith

Alaska Native Students and College Success. ISER Occasional Paper No. 14.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Pub Date-Aug 78

Note-27p.

Available from-Institute of Social and Economic Research, University of Alaska, 8th Floor, Gruening Building, Fairbanks, Alaska 99701 ($1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Academic Achievement, *Alaska Natives, American Indians, College Environment, College Freshmen, College High School Cooperation, *College Preparation, College Students, Dormitories, Grades (Scholastic), Group Experience, *Higher Education, Objectives, Research Methodology, Rural Schools, *Rural Youth, Social Life, *Success Factors, Tables (Data)

Identifiers-*Alaska

Factors contributing to Native students' college success were examined in a study of 50 Native freshmen and 42 non-Native freshmen at the University of Alaska in the 1973-74 academic year. The study compared students in relation to three common explanations of college success: level of academic preparation, goal orientation, ease in the campus social world. Data were obtained from interviews with students, the Student Orientation Services (SOS) counselor, an SOS professor familiar with each student's daily work, and the dormitory advisor, plus university records showing ACT scores, urban/rural background, grade-point averages, and credits completed. Results showed that college success among Native freshmen was most strongly and consistently related to level of academic skills acquired in high school. Goal orientation, similar for Natives and non-Natives, did not appear to be important to success. Natives were significantly more likely to see the university as an unfriendly place with active prejudice, but no significant relationship appeared between these attitudes and college performance. Study results raised serious questions about the long-term consequences of decreased attention high schools are giving to college preparation of Native students. It was maintained that high schools must increase quality of academic preparation, especially for rural students interested in college. (RS)

ED 165 961 RC 011 144

Sutman, Francis X. And Others

Educating Personnel for Bilingual Settings: Present and Future.

Temple Univ., Philadelphia, Pa. Multilingual Education Resource Information and Training Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-79

Note-111p.; Photographs may reproduce poorly

Available from-American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036 ($4.00)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Teachers, Cross Cultural Training, Cultural Awareness, *Curriculum Development, Curriculum Evaluation, English (Second Language), Inservice Teacher Education, Minority Group Children, *Multicultural Education, Preservice Education, Program Development, Resource Centers, Second Language Learning, *Teacher Education, Teacher Education Curriculum, Teacher Evaluation, *Teaching Methods, Teaching Skills

Identifiers-Multilingual Education

The monograph is intended to help the education community understand and implement the concept of bilingual education. Part I notes recent forward moves in teacher education for multicultural programs and bilingual classes. In Part II descriptions of model programs in the Philadelphia School District are used to provide perspective on the problem of providing instruction in all academic subjects in the mother-tongue of “national origin-minority group children”. Part III discusses the competencies upon which bilingual teacher education curriculum content and design should be based, the teaching strategies appropriate for the bilingual bicultural classroom, and the preparation of teachers for testing student progress. The serious issue of the interpretation given to the “cultural” component in any program or class is dealt with in Part IV. Two evaluation instruments, aimed at the teacher in a preservice role, are included: Evaluation Profile for Areas of Performance for Teachers in Bilingual Settings and Self-Evaluation Profile for Teachers in Multicultural and Bicultural Situations. Appended are operational definitions for the Teaching Performance Profile for Bilingual Settings; the major program components, competencies, and experiences for bilingual teacher education programs; and lists of selected information sources and the ESEA Title VII Bilingual Training and Resource Centers. (SB)

ED 165 962 RC 011 146

Kleinfeld, Judith Berry, Franklin L.

Village High Schools: Some Educational Strategies to Help Meet Developmental Needs of Rural Youth. ISER Occasional Paper No. 13.

Alaska Univ., Fairbanks. Inst. of Social, Economic, and Government Research.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-310-76-0068

Note-55p.

Available from-Institute of Social and Economic Research, University of Alaska, 8th Floor, Gruening Building, Fairbanks, Alaska 99701 ($1.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Alaska Natives, Curriculum Enrichment, Developmental Programs, Educational Environment, *Educational Strategies, Eskimos, *Field Experience Programs, Financial Support, High School Curriculum, *High School Students, *Individual Development, *Program Planning, Rural Schools, *Rural Youth, School Size, Senior High Schools, Small Schools, *Student Development, Student Exchange Programs, Study Abroad, Teacher Exchange Programs, Travel, Work Experience Programs

Identifiers-*Alaska

Educational strategies that small rural high schools can use to address important developmental needs of rural youth were explored, focusing on the importance of educational environments outside traditional high school classrooms, (i.e., work-experience programs, student exchange programs, and travel-study). Of the 92 Alaskan village high schools with enrollments under 100 which were surveyed, 46 responded. Rural youth developmental needs addressed both self-development oriented and ``other oriented'' educational goals. Approaches available, with percentages of responding schools having used them, included work-study at local sites, 28%; school-sponsored business, 23%; travel to other district high schools, 35%; travel outside school district 28% within Alaska and 19% outside the state; Rural Student Vocational Program, 40%; student exchange, 7%; traveling teachers, 14%. A planning framework is presented, suggesting the kinds of experiences most valuable in particular years of high school and ways to integrate programs into a systematic educational approach, along with potential benefits and costs. Programs are grouped into awareness, exploration, and transition programs. An appendix lists organizations that can assist rural schools in arranging experiences outside their district and curriculum/program materials for rural high schools. (RS)

Hippler, Arthur E. Wood, John R.
The Alaska Eskimos. A Selected, Annotated Bibliography.
Pub Date-77
Note-335p.
Available from-Institute of Social and Economic Research, University of Alaska, 8th Floor, Gruening Building, Fairbanks, Alaska 99701 ($1.00)
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors-*Alaska Natives, American Indians, *Annotated Bibliographies, Bibliographic Citations, Booklists, Books, Classification, Cultural Education, Eskimo Aleut Languages, *Eskimos, Information Retrieval, *Literature, Periodicals, Reading Materials, *Uncommonly Taught Languages
Identifiers-*Alaska, American Indian Literature, Central Yupik (Language), Eskimo Literature, Inupiaq (Language), Nunamiut (Language), Pacific Gulf Yupik (Language), Siberian Yupik (Language), Taremiut (Language)

This annotated bibliography, containing approximately 732 entries, provides a general overview of English literature concerning Alaska Eskimos and cities. Although the earliest date of publication is 1843, the majority of the works have been done since 1900; there are no entries published later than 1975. Section I lists the works alphabetically by author and includes date of publication, title, abstract number, and page in the bibliography. Listed alphabetically by author, Section II provides complete bibliographic information and annotations. Section III classifies Eskimo literature by one general and four specific linguistic categories: (1) General Eskimo; (2) Inupiaq (including Diomede and King Islanders) with subgroups (a) Taremiut (Arctic Coast) and (b) Nunamiut (inland North Slope); (3) Siberian Yupik (including St. Lawrence Islanders); (4) Central Yupik; and (5) Pacific Gulf Yupik. Section IV organizes Eskimo literature according to the time of observation: precontact and early contact to 1900; 1901 to 1940; and 1941 to present. An appendix citing important bibliographic works for Eskimo references, and an addenda consisting of new entries and additions to existing notes completes the document. (RTS)

ED 165 964 RC 011 148

Wilson, Janet G. Black, Alice Brenda

Native American Indians and Variables that are Interrelated with Academic Achievement.

Pub Date-20 Nov 78
Note-33p.; Paper presented at the Annual Meeting of the Mid-America Association of Educational Opportunity Program Personnel (4th, Fontana, Wisconsin, November 12-15, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, American Indians, *Cultural Disadvantagement, Educational Environment, Elementary Secondary Education, Literature Reviews, Locus of Control, Low Achievers, Self Concept, *Self Esteem, *Student Teacher Relationship, Tribes
Identifiers-*American Indian Education, Self Fulfilling Prophecy

Self-esteem, the ability to control one's environment, pupil's perceived teacher's expectations, and achievement are among variables affecting the academic performance of Indian students from various tribes in elementary and secondary public and private schools. Many studies reveal the almost universally poor achievement of Indian students compared to their white counterparts, and researchers agree that cultural factors are the cause. Existing literature, while often conflicting, supports the hypothesis that Native American students' academic achievement is directly related to their low self-esteem and low ability to control their environment. Indian low self-esteem, directly related to group identity, is almost inevitable because of their treatment throughout history. The ability to control one's environment is directly related to self-esteem; therefore, it, too, is low for Indians. Furthermore, Indian children perceive their teachers' expectations of them as low and they perform accordingly; this poor performance reinforces their negative self-image. Many other factors, including legislative policies, urbanization, and personality as related to culture, are involved in Native American academic achievement. Recommendations include developing training programs for enabling teachers to understand Indian cultures and testing children in their mother-tongue. An annotated bibliography is included. (SB)

Glashagel, Jerry And Others
Digging In. . .Tools for Value Education in Camping. Camp Director's Handbook.
National Board of Young Men's Christian Associations, New York, N.Y.
Pub Date-76
Note-53p.
Available from-National YMCA Values Education Center, 6801 S. LaGrange Road, LaGrange, Illinois 60525 ($4.50; 10% quantity discount)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Administrative Personnel, Camp Counselors, *Camping, *Experiential Learning, *Manuals, *Moral Development, Outdoor Education, Parent Participation, Personnel Evaluation, Personnel Selection, Recreational Programs, Resident Camp Programs, Staff Improvement, Staff Orientation, *Staff Role, Summer Programs, Values
Identifiers-*Value Education

The handbook is designed for use by the camp director, program director, and unit director, to help staff work effectively with campers on every-day values clarification, learning, and decision making. After an introductory discussion of seven key concepts in value education, the handbook is divided into seven chapters focusing on acquiring and training staff, conducting the camp, and evaluating the session, so as to make good value education a significant part of the total camp experience. Chapter 1 is a discussion of value awareness in staff recruiting and selection. Chapter 2 contains suggestions of strategies for dealing with value concerns during staff orientations. The third chapter presents activities for training the staff to help campers look at values and develop decision-making skills. Included is a sample 2-day staff training session schedule. Chapter 4 contains 37 specific value education strategies for use with campers in a variety of camp settings. Each is presented with objectives, process, materials, time, and setting. Ideas for involving the campers' families in value discussions before, during, and after the camp are given in chapter 5. Chapter 6 contains value-education issues for the staff to consider in self-evaluations. Chapter 7 is a brief, annotated reference list. (SB)

ED 165 966 RC 011 151

Indian Projects Funded by EDA, August 26, 1965-September 30, 1977.

Economic Development Administration (DOC), Washington, D.C.
Pub Date-Dec 77
Note-134p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Alaska Natives, *American Indians, Community Development, Developing Nations, *Economic Development, Federal Aid, Financial Support, *Grants, Industrialization, Projects, Reservations (Indian), *Resource Allocations, *Statistics, Tables (Data), *Tribes
Identifiers-*Economic Development Administration

Since 1967 the Economic Development Administration (EDA) has carried out an Indian program that emphasized economic development of Indian reservations and trust lands. In the past 12 years Indian tribes in 32 states have received community and industrial development grants to assist them in developing a viable economic base on their lands. Tribes in Arizona have received the greatest amount of assistance with $113,263,174 awarded in the period from August 26, 1965 to September 30, 1977. New Mexico tribal groups received $37,927,795, and Indians in Washington received $37,467,572. Indians in Massachusetts received the smallest amount of assistance: $146,050. EDA grants were made for such projects as planning and impact studies, water and sewer systems, tourism facilities, industrial parks, and community facilities such as fire stations, community centers, and health centers. Assistance was also given to national Indian groups for conferences, training programs, studies, and other types of activities, including those related to industrial development. In addition to listing the total Indian project funding by state for the 12 year period, this document itemizes the amounts and kinds of assistance given to specific tribes in each state. It also lists the amounts and kinds of aid awarded to the national level projects. (DS)

ED 165 967 RC 011 152

A National Evaluation Survey of Projects Funded Under Title IV, Part A of the Indian Education Act of 1972. Executive Summary.

Communication Technology Corp., Marlton, N.J.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-76-0397
Note-112p.; For related documents, see RC 011 153-154
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-American Indians, Educational Administration, Educational Finance, *Educational Legislation, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Federal Aid, *Federal Legislation, Federal Programs, Federal Regulation, Government School Relationship, *National Surveys, *Program Evaluation
Identifiers-*American Indian Education, Federal Indian Relationship, *Indian Education Act 1972, Local Education Agencies

Investigators used 7 data collection instruments to survey a sample of 223 local education agencies receiving funds under the Indian Education Act, Title IV, Part A, in order to describe the effectiveness of projects so funded, provide management and grant administration information to the Office of Indian Education, determine the feasibility of impact evaluation of the program, and document the interrelationship of federal programs supporting Indian educational policy. Results of analysis regarding the last objective proved inconclusive. Among the findings, reflected in the 41 conclusions, were that: there were regional differences in project emphasis, there were more effective programs in large urban districts for overcoming academic differences and providing support services, a large amount (75%) of funding at the local level was used for staffing, there was greater parent committee involvement in districts where per pupil expenditure was over $1,000, and there was inconsistent reporting of fiscal data by local districts. Ten recommendations included augmenting the level of program funding, identifying and assessing the special education needs of Indian children, subjecting Title IV Part A to impact evaluation, and increasing the Office of Indian Education staff. Most of the tables referred to in the summary are contained in appendices to the Final Report. (SB)

A National Evaluation Survey of Projects Funded Under Title IV, Part A of the Indian Education Act of 1972. Final Report.

Communication Technology Corp., Marlton, N.J.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-76-0397
Note-570p.; Not available in hard copy due to poor print quality of original document; Tables will not reproduce clearly; For related documents, see RC 011 152 and RC 011 154
EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.
Descriptors-American Indians, Educational Administration, Educational Finance, *Educational Legislation, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Federal Aid, *Federal Legislation, Federal Programs, Federal Regulation, Government School Relationship, *National Surveys, *Program Evaluation
Identifiers-*American Indian Education, Federal Indian Relationship, *Indian Education Act 1972, Local Education Agencies

The purposes of the national evaluation survey of the Indian Education Act (IEA) Title IV, Part A, projects were to evaluate the implementation of Part A objectives, conduct a feasibility study to determine evaluation criteria for future impact studies, and identify non-fiscal obstacles to Part A projects. Exhaustive preliminary research resulted in development of evaluation strategy, sampling framework, survey management, and data analysis plans. The final sample of 223 local education agencies (LEA's) allowed for nationwide estimates for all funded urban LEA's, rural high-density Indian LEA's and rural low-density LEA's. Among the 41 conclusions (reflective of the findings) were that: parents rated programs in areas of overcoming academic difficulties from moderately to very effective; the major areas of need were Native American heritage, remedial reading, and remedial general academic areas; and lack of motivation, deficient early education, adverse home environment; and ethnic discrimination were factors contributing to the educational problems of Indian children. Ten recommendations included: examine the use of a minimum level of funding; align proposal, funding, and project implementation cycles more closely; and continue to require local evaluation. (SB)

ED 165 969 RC 011 154

A National Evaluation Survey of Projects Funded Under Title IV, Part A of the Indian Education Act of 1972. Supplement to Final Report.
Communication Technology Corp., Marlton, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-300-76-0397
Note-16p.; For related documents, see RC 011 152-153
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-American Indians, *Educational Assessment, Educational Legislation, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Federal Aid, Federal Legislation, Federal Programs, Government School Relationship, *Program Evaluation
Identifiers-*American Indian Education, Federal Indian Relationship, *Indian Education Act 1972

To aid the Office of Evaluation and Dissemination (OED) and the Office of Indian Education in development of a Request for Proposal to conduct an impact evaluation of the Indian Education Act, Part A, investigators used findings of the OED-sponsored evaluation of the Indian Education Act and observations of the principal investigator to establish design implications for such an impact evaluation. The three models tested in the evaluation study were the Glass model, for reading and math scores; the MANOVA model, involving the remedial reading, remedial math, and self-concept objectives; and the ANCOVA models, involving achievement test results. No differences were obtained in ANCOVA tests. The feasibility of impact evaluation in reading and self-concept areas appears generally favorable, but evaluation in math is not favorable. Recommendations for the six major design categories of conceptualization, sampling, testing, data collection, design, and analysis, include the following: (1) obtain near equivalent Indian control groups for impact evaluation model and address the most frequently obtained objectives; (2) study a larger sample and use large subsamples; (3) control testing in five specific ways and expand the definition of impact to focus on primary program emphasis; (4) collect data via site visits; and (5) consider pretest and post-test control group design. (SB)

Environmental Education Inservice Training Packet for the Intermediate Level.

Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Illinois State Dept. of Education, Springfield.
Pub Date-75
Note-126p.; Not available in hard copy due to marginal legibility
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($3.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Class Activities, Curriculum Development, Educational Games, Educational Objectives, *Environmental Education, *Experiential Learning, Faculty Development, Field Trips, Group Experience, Inservice Programs, *Inservice Teacher Education, Inservice Teaching, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, *Outdoor Education, Perception, Staff Improvement, *Teaching Guides, Values
Identifiers-Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

The inservice teacher training packet, developed with help from the environmental education program of the Upper Mississippi River ECO-Center, is designed to help intermediate-level teachers develop teaching skills which will enable them to introduce environmental or outdoor education to their students and develop those concepts, attitudes, and behavioral skills which lead to environmental responsibility. Reflecting the need for environmentalization on many instructional levels, the flexible one or two day program includes sections which focus on environmental awareness, classroom activities, school site activities, field trips, and community resources. The many activities in these sections can be adapted for class use with little or no change, and the activity descriptions usually include objectives, instructional levels, and materials lists. The interdisciplinary approach involves group and individual activities such as role playing, values clarification, games, home and school environmental surveys, career visits, art projects, science projects, and environmental observation. The packet also includes a sample inservice program schedule, a section on developing an environmental education program, references, equipment lists, field trip materials, resources, and an awareness test. (SB)

Evaluation and Progress Report for "Operation Awareness" A High School Adventure Course in Environmental Studies Via Canoe-Camping.

Upper Mississippi River ECO-Center, Thomson, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-73
Note-35p.; Not available in hard copy due to extensive use of colored paper
Available from-Upper Mississippi River ECO Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Camping, Cooperation, Course Descriptions, Course Evaluation, Curriculum Development, Decision Making, Environmental Education, Equipment, *Experiential Learning, Group Experience, Group Relations, *Outdoor Education, *Program Evaluation, *Questionnaires, Records (Forms), Responsibility, Secondary Education, Skill Development, Student Attitudes, Student Evaluation, Student Evaluation of Teacher Performance, *Student Opinion, Summer Programs
Identifiers-*Adventure Education, Canoeing, Elementary Secondary Education Act Title III, Illinois (Carroll County), Upper Mississippi River ECO Center

The goals of "Operation Awareness", a 1974 summer program involving coeducational high school canoeing, camping, and study, were to acquire knowledge; acquire outdoor living skills; promote involvement in a conservation work project; and provide the opportunity for social, emotional, and physical growth through group living. Students, who paid a $20 fee for the course in its second year, were required to study certain subjects and complete one work project and one environmental impact study to earn academic credit for the course. Approximately 15 students participated in planning and decision-making phases of the 5-day course which included 4 days and 3 nights of canoeing and camping activities following a full day of instruction on such topics as Mississippi River history, outdoor skills, first aid, safety, and making environmental impact studies. Students enrolled because of the appeal of the outdoors and to experience canoeing and camping. They also enjoyed the planning stages and the togetherness afforded them, but felt there was not enough freedom or time to rest. The course was valuable because it taught personal strength, skills, and appreciation of both home and outdoors. Students rated the course as challenging, fun, hard, adventuresome, and interesting. The report contains equipment lists, information sheets, evaluation form, and test. (SB)

ED 165 972 RC 011 157

Whitney, Helen, Comp.
101 Environmental Education Activities. Booklet 1 Art and Music Activities.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-15p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Aesthetic Education, *Art Activities, Art Materials, Curriculum Enrichment, *Curriculum Guides, Educational Objectives, Educational Resources, *Elementary Education, *Environmental Education, Evaluation Criteria, Experiential Learning, Instructional Materials, Intermediate Grades, *Music Activities, Musical Instruments, *Outdoor Education, Perception, Sensory Experience
Identifiers-Elementary Secondary Education Act Title III, *Upper Mississippi River ECO-Center

First of a series of 6 publications containing environmental education activities, this booklet by the Upper Mississippi River ECO-Center describes 12 environmentally-based art and music activities for elementary and intermediate grades. Each activity description contains objectives, preparation, materials, directions, student evaluation, and variations where appropriate. Eight art projects teach basic art concepts, the artistic use of natural objects and throw-aways, materials combination, aesthetics, and texture awareness by means of the following outdoor oriented activities: dried material arrangements, sand castings, sand paintings, tracings, observations of nature, drawing with natural objects, and bur sculpture. The four music activities music in the study of animals, music made from articles found in nature, original songs, and selections pertaining to outdoor activities and sounds teach the uses and history of various instruments and an awareness of rhythm. (SB)

Whitney, Helen, Comp.
101 Environmental Education Activities. Booklet 2 Language Art Activities.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-38p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Activities, Curriculum Enrichment, *Curriculum Guides, Drama, Educational Objectives, Educational Resources, *Elementary Education, *Environmental Education, Evaluation Criteria, Experiential Learning, Field Trips, Instructional Materials, Intermediate Grades, *Language Arts, Language Instruction, Language Skills, *Outdoor Education, Poetry, Sensory Experience, Vocabulary, Writing
Identifiers-Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

This booklet containing 20 language arts activities is the second in the series ``101 Environmental Education Activities'' produced by the Upper Mississippi River ECO-Center. The description of each activity contains learning objectives, directions, and suggested student evaluation standards. Elementary and intermediate level students expand their vocabularies, learn new descriptive terms, practice spelling, and study poetry as they improve their powers of observation and their sensory awareness. The activities, based on environmental observation and the outdoor education process, include studying modifying and descriptive words, verbs, nouns, opposites, and figures of speech; drama and poetry writing, including haiku; writing and following directions; exploring outdoor sensations; studying plants and animals; and taking accurate field notes. The final project is a school site study. (SB)

Schaljo, Roger, Comp.
101 Environmental Education Activities. Booklet 3 Mathematics Activities.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-34p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Activities, Cartography, Curriculum Enrichment, *Curriculum Guides, Educational Games, Educational Objectives, *Elementary Secondary Education, *Environmental Education, Evaluation Criteria, Experiential Learning, Instructional Materials, Maps, Mathematical Applications, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Mathematics Materials, Metric System, *Outdoor Education
Identifiers-Compass Activities, Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

Each of the 14 environment-related mathematics activities included in this publication by the Upper Mississippi River ECO-Center includes objectives, materials needed, preparation, and activity description. Occasionally, variations and helpful hints are added. Because the student can gain experience to help him with the practical application of abstract concepts by studying mathematics outdoors, special emphasis is given to the experiential study of metrics and the magnetic compass. The overall focus of the activities is on the use of mathematics in real life situations. Metrics activities include body measurements, pacing and measuring distances, and estimating heights. Compass activities include an introduction to the use of the magnetic compass, geometric figures, an introduction to mapping, constructing/teaching mapping courses, and games. In addition there are pollution, energy, and nature studies. The activities are designed to enhance elementary and junior high school students' awareness of mathematics found in nature, such as geometric shapes, and to teach metrics, the compass, and applied mathematics. This is the third in the series of environmental activities booklets by the ECO-Center, and is also related to their inservice Teaching Manual for environmental education. (SB)

ED 165 975 RC 011 160

Whitney, Helen, Comp.
101 Environmental Education Activities. Booklet 4 Science Activities.

Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-89p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.50)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Climatic Factors, Conservation (Environment), Curriculum Enrichment, *Curriculum Guides, Ecology, Educational Objectives, *Elementary Secondary Education, Energy, *Environmental Education, Evaluation Criteria, *Experiential Learning, Field Trips, *Instructional Materials, *Outdoor Education, Plant Identification, *Science Activities, Science Course Improvement Project, Science Experiments, *Science Instruction, Sensory Experience, Soil Science
Identifiers-Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

Fourth in the series ``101 Environmental Education Activities'' by the Upper Mississippi River ECO-Center, the booklet contains 39 environment-based science activities directed to students in primary, intermediate, and junior high classes. Organization of the activities usually includes grade level, objectives, procedures, and materials, evaluation criteria, and sometimes includes hints and follow-up activities as well. In general, emphasis is placed on learning about soils; weather; various life forms; ecological and environmental relationships; conservation; natural phenomena; and on enhancing the students' powers of observation, sensory awareness, and awareness of environmental problems. Activities include science and energy surveys, weather observations and predictions, soil study and analysis, tree study, plant and animal observations, and specimen collection. Field trips to forest, timber, marsh, and river areas, as well as new housing developments and waste disposal plants help students examine many aspects of their environment from the point of view of various sciences. (SB)

ED 165 976 RC 011 161

Whitney, Helen, Comp.
101 Environmental Education Activities. Booklet 5 Science & Social Studies (Interdisciplinary) Activities.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-23p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Curriculum Enrichment, *Curriculum Guides, Educational Objectives, Elementary Secondary Education, *Environmental Education, Evaluation Criteria, Experiential Learning, Field Trips, *Forestry, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, *Outdoor Education, Plant Identification, *Science Activities, Science Instruction, Sensory Experience, *Social Studies, Writing
Identifiers-Cemeteries, Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

Forestry is the main focus of this fifth booklet in the series "101 Environmental Education Activities" by the Upper Mississippi River ECO-Center. Designed for students in the intermediate grades and junior high school, the booklet contains 9 science and social studies activities and 5 interdisciplinary activities. Most activity descriptions include the objectives, preparation, description, evaluation, materials, follow-up, re-plans, and reference sources when appropriate for the activities. Eight science and social studies activities are directed to the study of forests: the kinds and location; the national forests and parks system; fire causes, prevention, and fighting; tree identification; growth and uses; forest products and the lumber industry; wildlife; and tree ring time lines and the relation to the weather. There is also an activity which examines the relationship of the farm to the area economy. The 5 interdisciplinary activities include 4 field trips or hikes, 1 of which teaches the historical and resource value of cemeteries. These activities are designed to increase the students' powers of observation, sensory awareness* sense of aesthetics, and writing ability. (SB)

ED 165 977 RC 011 102

Whitney, Helen, Comp.
101 Environmental Education Activities. Booklet 6 Social Studies Activities.
Upper Mississippi River ECO-Center, Thomson, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-27p.; Best copy available
Available from-Upper Mississippi River ECO-Center, Thomson, Illinois 61285 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Activities, *Community Study, Curriculum Enrichment, *Curriculum Guides, Educational Objectives, Elementary Secondary Education, *Environmental Education, Evaluation Criteria, Experiential Learning, Field Trips, Instructional Materials, Intermediate Grades, Interviews, Local History, *Outdoor Education, *Social Studies, Surveys
Identifiers-Elementary Secondary Education Act Title III, *Upper Mississippi River ECO Center

Based on the environment and directed at elementary and intermediate level students, 5 field trips are a significant part of the 12 social studies activities in the sixth booklet by the Upper Mississippi River

ECO-Center outlining environmental and outdoor education activities. Most of the activities include objectives, activity description, evaluation, grade level, and one activity provides a resource list and bibliography. Guide sheets are provided for survey activities based upon visits with city businesses, a school site, recreational areas, community citizens and a field trip site. Activities are designed to help students learn the difference between man-made and natural areas, the effect of recreational areas on the environment, techniques of observation, and the attitudes of their fellow students and themselves regarding the environment. Also included are writing activities based on the history of a field trip area and on pioneer living; these activities are designed to promote learning about the early settlers and their daily lives, the use of reference books, report writing, note taking, summarizing, and the value of local historical records. (SB)

ED 165 978 RC 011 163

Savard, William G.
Title I-M, ESEA Oregon Migrant Education Program Monitoring System.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Sep 78
Note-109p.; Not available in hard copy due to publisher's preference
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Guides, Administrator Responsibility, Administrator Role, *Data Collection, Data Sheets, *Evaluation Methods, Manuals, *Migrant Education, *Records (Forms), Task Performance
Identifiers-Continuous Flow Monitoring, Elementary Secondary Education Act Title I, *Monitoring Systems, *Oregon, Oregon Migrant Education Program

The continuous flow monitoring system is designed to provide data on migrant education at the time it is being created to the person who most needs that information. The basic assumption underlying this system is that the operation to be monitored is continuous or cyclic with interrelated events known in advance or predictable. By identifying critical events and monitoring them, the system evaluates the overall endeavor. Most monitoring tasks are done by the area directors, regional consultants from the Migrant Education Services Center perform a few tasks, and the State Coordinator takes care of one. The system is displayed by a basic frame showing how the student and his records flow through the system and an administrative frame covering the proposal planning and implementation cycle. General and specific monitoring questions on each of the two frames help ascertain program progress. Answers to the specific questions are taken from 21 task sheets. Task sheets and their accompanying report forms describe the task, who should do it, when it should be done, its disposition, and what actions may result. The 13 tasks in the basic frame cover checks on recruiting, certificates of eligibility, and Migrant Student Record Transfer System (MSRTS) records, and services and evaluation checks. The eight administrative frame task sheets examine proposals, hiring, budget, staff, utilization, interagency cooperation, and parent involvement. (DS)

ED 165 979 RC 011 164

Part 17: Title I, State Migrant Program. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session on H.R. 15 To Extend for Five Years Certain Elementary, Secondary, and Other Education Programs (October 12, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-12 Oct 77

Note-336p.; Not available in hard copy due to small print size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Economic Disadvantagement, *Educational Finance, Educational Improvement, *Educational Legislation, Educational Needs, Elementary Secondary Education, Federal Aid, Federal Government, *Government Role, *Hearings, Migrant Child Care Centers, *Migrant Child Education, Migrant Children, On Line Systems, Program Coordination, Resource Allocations, Transient Children

Identifiers-*Elementary Secondary Education Act Title I, HR 15 (95th Cong 1st Sess)

Aspects of the Title I migrant education program were explored at a hearing regarding sections of H.R. 15, a bill to extend several elementary and secondary programs which expire at the end of fiscal year 1978. The panel of nine witnesses testifying included supervisors or directors of migrant education from four states as well as representatives from the National Education Association, the National Child Labor Committee, the Interstate Migrant Education Task Force, the Migrant Branch of the U.S. Office of Education, and the Migrant Student Record Transfer System. While the witnesses applauded Congressional efforts on behalf of migrant education and described the successful aspects of certain programs, they made numerous recommendations to improve the Title I program. Their recommendations include (1) coordination and cooperation between federal agencies to establish a uniform definition of ``migrant'', to set consistent eligibility requirements, and to assure a more uniform delivery of services; (2) coordination and cooperation between state educational programs to provide curriculum consistency as the children move from state to state; (3) expansion of funding beyond the 5 to 17 year age level to include day care and nursery school facilities for children from 0 to 5 years of age, and to create educational opportunities for the 18 to 21 age group. Testimony, prepared statements and supporting materials are included in this document. (DS)

ED 165 980 RC 011 166

Nabokov, Peter

Implementing an Indigenous Community Education Program: An Interim Report.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Pub Date-Jul 72

Note-53p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, *Adult Education Programs, *American Indians, Community Development, *Community Education, Educational Programs, Experiential Learning, Individualized Instruction, Learning Modules, Nonformal Education, Performance Criteria, Postsecondary Education, *Program Descriptions, Rural Population, *Self Help Programs, Tribes

Identifiers-*American Indian Education, *Maine, Passamaquoddy (Tribe), Penobscot (Tribe)

Institutional success of an instructional model that featured peer instruction, a strict performance orientation, and an insistence on mastery of specific skills led developers to believe the same model could be used by communities to disseminate skills and information at low cost and with efficiency. The system was utilized in setting up an Indian adult education program for four rural communities in Northern Maine. The core of the program was the precisely written performance criteria for each of the learning models. A local master craftsman taught the skill to one student, the student practiced until he mastered the skill according to the criteria checklist, and then he in turn became the teacher and passed the information on to another. The ``each one teach one'' philosophy permitted students to work without pressure at their own pace, to learn in their own language, and to work with someone they knew and trusted. Each community determined what types of instruction it wanted; the learning models drawn up included such areas as basketry, installation of studding, insulation, wallboard and molding, legal rights, home maintenance and repair, and making children's trousers. Community response was favorable and the program considered highly successful. This report describes the program and how it was conducted, and lists job descriptions and functions of the program administrators. (DS)

ED 165 981 SE 024 816

Mendelsohn, Everett, Ed. And Others

The Social Production of Scientific Knowledge. Sociology of the Sciences, Volume I - Yearbook 1977.

Pub Date-77
Note-294p.; For related document, see SE 024 817
Available from-D. Reidel Publishing Company, Lincoln Building, 160 Old Derby St., Hingham, MA 02043 (Order No. ISBN-90-277-0776-6, $13.50)

Document Not Available from EDRS.

Descriptors-Cognitive Processes, Conceptual Schemes, Higher Education, *Philosophy, Science Education, *Science History, *Scientific Enterprise, Scientific Methodology, *Social Sciences, *Sociology

This is the first volume of an annual publication that deals with the sociology of the sciences. The aim of the yearbook is to consider sociology from a very broad perspective and to develop a comparative, cross disciplinary understanding of the sciences. It does this by publishing papers from a number of perspectives and approaches on a specific topic. The basic standpoint of the yearbook views the sciences as a plurality of socially constructed ways of comprehending natural and social phenomena. It is intended for an audience that includes sociologists and all those interested in sociology of science, sociology of knowledge, theoretical sociology, philosophy and history of science, science policy, as well as post graduate students in those fields. The publication has three major parts: Part I deals with The Institutionalisation of the Sciences: Changing Concepts and Approaches in the History and Sociology of Science; Part II is on Social Relations of Cognitive Structures in the Sciences; and Part III discusses Social Goals, Political Programmes and Scientific Norms. (GA)

ED 165 982 SE 024 817

Krohn, Wolfgang, Ed. And Others

The Dynamics of Science and Technology: Social Values, Technical Norms and Scientific Criteria in the Development of Knowledge. Sociology of the Sciences, Volume II - Yearbook 1978.

Pub Date-78
Note-293p.; For related document, see SE 024 816
Available from-D. Reidel Publishing Company, Lincoln Building, 160 Old Derby St., Hingham, MA 02403 (Order Number ISBN-90-277-0881-9; $14.50)
Document Not Available from EDRS.
Descriptors-Books, Educational Technology, Higher Education, *Industrial Technology, Mechanics (Process), Science Education, *Sciences, *Scientific Concepts, *Scientific Research, Social Sciences, *Technology

This book is the second volume of an annual publication that deals with the sociology of the sciences from a very broad perspective. This volume is designed to stimulate new discussion among historians and sociologists of science and technology, economic and social historians as well as philosophers of science aiming at a more appropriate understanding of the scientific and technological changes taking place. It is intended for an audience of teachers, students and all others interested in sociology of science, and history of science and technology. The publication has a compilation of articles arranged in four major parts: Part I deals with Science and Technology; Part II is on the Interrelation between Science and Technology; Part III discusses Science and Technology in Their Social Context; and Part IV considers the Scientification of Technology. (Author/GA)

ED 165 983 SE 025 058

A National Plan for Energy Research, Development and Demonstration.
Energy Research and Development Administration, Washington, D.C.
Report No.-ERDA-77-1
Pub Date-Jun 77
Note-49p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 060-000-00067-1; $2.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Energy, *Energy Conservation, *Environmental Research, Futures (of Society), Government Publications, *Government Role, Natural Resources, *Policy Formation, Resource Allocations, *Technological Advancement
Identifiers-*Energy Research and Development Administration

This booklet from the Energy Research and Development Administration presents a plan for the energy research development and dissemination activities of the Federal government. The discussions highlight present and proposed energy RD&D efforts and mention areas of needed research. Chapter titles, which indicate contents, are: (1) Understanding conservation; (2) Reviewing the conservation technology base; (3) Technologies that expand existing fuel sources; (4) Technologies that use new fuels; (5) Development of support technologies; (6) On-going program planning studies; and (7) Overview of ERDA's budget. This RD&D plan was designed to be in consonance with the President's National Energy Plan. This document could be of interest to those studying energy policy formulation. (MR)

ED 165 984 SE 025 059

Usable Electricity from the Sun.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.

Report No.-ERDA-SE-104

Pub Date- 76

Note-13p.; Photographs may not reproduce well

Available from-Superintendent of Documents; U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 060-000-00039-5; $0.35)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Daylight, Electrical Systems, *Electricity, Energy, *Energy Conservation, Government Publications, Pamphlets, *Solar Radiation, *Technological Advancement, Utilities

Identifiers-*Energy Education, *Energy Research and Development Administration

This brochure gives an overview to solar photovoltaic energy production. Some of the topics discussed are: (1) solar cell construction; (2) parallel and series cell arrays; (3) effects of location on solar cell array performance; (4) solar economics; (5) space aplications of solar photovoltaic power; and (6) terrestrial applications of solar photovoltaic power. Pictures of some of these terrestrial applications are included. This publication can provide a general introduction to solar cell electricity. (MR)

ED 165 985 SE 025 100

O'Hern, Elizabeth M.

Women in the Biological Sciences.

Pub Date-78
Note-31p.; Not available in hard copy due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biological Sciences, College Graduates, Doctoral Degrees, *Females, Medicine, Professional Personnel, Science Education, *Scientists, *Womens Education, *Womens Studies
Identifiers-*National Institute of Health

This paper presents an overview of the biological sciences, the number of women involved, and the opportunities available to them. Some of the women who attained prominence in biological sciences since the early days of women's college education are presented. Data and figure captions are presented to show the gains of women in biological sciences. The author states that women are earning an increasing percentage of the doctorate degrees awarded in nearly all fields; substantial numbers of women are found in the lower ranks of the academic faculty; the percentage of women consultants on review committees and councils has increased significantly since 1971 and more women in biological and medical sciences are applying and receiving research grants. It is also stated that women's salaries still lag somewhat behind those of men, few women are found at the top in decision-making positions, and fewer still receive accolades - honors and awards - of any kind. (Author/HM)

Commercial Economic Poisons Applicators Licensing Manual, Rough Draft.
Michigan State Dept. of Agriculture, Lansing, Div. of Plant Industry.
Pub Date- 78
Note-188p.; Drawings marginally legible; Contains occasional light and broken type
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Agricultural Chemical Occupations, Agricultural Education, Disease Control, Herbicides, Insecticides, *Instructional Materials, *Manuals, *Pesticides, *Postsecondary Education, Science Education, Weeds
Identifiers-*Michigan

This pesticide manual gives information on types of pest management, labels and labeling of pesticide containers, safety, types of pesticides (including chapters on insecticides, fungicides, herbicides, and nematicides), spray equipment, identification of pests (including weeds, plant diseases, and vertebrates), and environmental considerations. The primary purpose of the document is to provide the student with basic knowledge required to become a certified private applicator, or a certified commercial applicator. A secondary purpose is to stimulate the applicant to obtain suggested and related references in his special category of pesticide application, and learn more about his selected professor. (Author/BB)

ED 165 987 SE 025 254

The New Outlook for Science. Science and Belief: from Copernicus to Darwin, Block VI, Units 15-16.

Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-74
Note-69p.
Available from-Director of Marketing, The Open University, 12, Cofferidge Close, Stony Stratford, Milton Keynes MK11 1BY England (no price quoted)
Document Not Available from EDRS.
Descriptors-Biology, Christianity, *Evolution, *Higher Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Science Education, *Science History, Social Environment
Identifiers-Open University (Great Britain)

This text contains units 15-16 in the Open University course, Science and Belief: from Copernicus to Darwin. It is an inter-faculty second level course in the history of science. Unit 15 is concerned with Nature and History and includes uniformitarianism, human history, evolutionism, and Darwinism. Unit objectives, readings, and questions with the answers are provided. Unit 16 deals with the Specific Challenge of Darwinism to Religion. The same materials are provided for this unit as for unit 15. Illustrations are included throughout the text. A complete list of the units in this course appears at the end of the text. (MA)

ED 165 988 SE 025 258

Priddy, Michael D., Ed. And Others

Energy Conservation Education Resource Guide.

Guilford County School System, Greensboro, N.C.
Spons Agency-North Carolina Dept. of Commerce, Raleigh.
Pub Date-Jul 78
Note-175p.; Some colored pages may not reproduce well
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Resource Guides, Science Education
Identifiers-North Carolina (Guilford County)

Although designed as a resource for teachers in the Guilford County (North Carolina) School System, this guide contains information applicable to most K-12 curricula. There are five color-coded sections, each devoted to specific grade levels: K-3, 4-6, 4-9, 10-12. The Appendices include field trip possibilities, an energy use checklist, and illustrations. Each grade level section contains energy concepts, related activities, and resources for the teacher. There is an annotated bibliography containing entries for all resources listed at the end of each section. This resource guide is not intended to provide an exhaustive list of concepts, activities, and resources, but rather is a working tool to be amended and modified by teachers. An interdisciplinary and integrated approach is used throughout the guide. (MA)

ED 165 989　　　　　　　　　　　　　　　　SE 025 259

Theobald, John Hamilton

Attitudes and Achievement in Biology: An Investigation of the Effects of Student Attributes and Teaching Styles on Attitudes and Achievement in Secondary School Biology.

Pub Date-77
Note-370p.; Ph.D. Dissertation, Monash University, Australia
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors-*Academic Achievement, Biology, Doctoral Theses, *Educational Research, *Instruction, Science Course Improvement Project, *Science Education, Secondary Education, Student Attitudes, *Student Characteristics, *Teaching Styles
Identifiers-Australia

Using a specially-constructed category system (CATS), biology lessons are analyzed for attribute-treatment interaction (ATI) and the data submitted to analysis. Relationships between fifteen individual predictors (general ability, four personality factors, two cognitive preferences, treatment, and seven first-order attribute-treatment interactions) and criterion variables (four attitude scales and two achievement tests) are studied using multiple regression analysis. The unique contribution of each term, controlling for all others, is tested. Among the results reported, ``enjoyment in biology'' is considered to be a function of a cautious, convergent outlook, and an intellectual disposition. General ability and an intellectual disposition lead to high scores on a memory task in biology, and on this criterion, class-centered teaching is considered better for students who are both open-minded and have a cognitive preference for rate learning, and individual-centered teaching is considered better for dogmatic students and those with a cognitive preference for principles. On an achievement test sampling higher cognitive processes, high general ability, open-mindedness, and a cautious personality are advantageous and individual-centered teaching is better than class-centered teaching for all but students with a highly intellectual disposition. (Author/MA)

Butler, Thelma R.
Development and Implementation of a Metric Inservice Program for Teachers at Samuel Morse Elementary School.
Pub Date-Jul 78
Note-62p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Educational Research, Elementary Education, *Elementary School Mathematics, Elementary School Students, Evaluation, *Inservice Teacher Education, Instruction, *Instructional Materials, Measurement, *Metric System, *Program Development

A model for organizing an introductory in-service workshop for elementary school teachers in the basic fundamentals and contents of the metric system is presented. Data collected from various questionnaires and tests suggest that the program improved the teacher's performance in presenting the metric system and that this improvement had a positive effect on the children's level of knowledge of metrics. Contents include: Background Information, Development of Program Strategy Through Review of the Literature, Practicum Objectives, Implementation of the Program, Evaluation of the Metric Workshop Inservice Program, Institutionalization of the Program, Conclusions and Recommendations, tests and questionnaires used, and their results. (MP)

ED 165 991 SE 025 276

Sheridan, Jack

Investigating the Environment: Investigating Resource Acquisition and Use.

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.; Texas Education Agency, Austin.

Pub Date-77

Grant-ESEA-4-S-4-8-CO-1; Available from-Harris County Department of Education, 6515 Irvington Boulevard, Houston, Texas 77022 ($2.75)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors-*Decision Making Skills, *Environmental Education, *Instructional Materials, *Learning Activities, *Natural Resources, Petroleum Industry, Problem Solving, Science Education, *Secondary Education, Simulation

Identifiers-Texas (Harris County)

This unit provides the student with a simulated experience in the development of decision making skills. The acquisition of petroleum resources in a hypothetical republic provides the basic scenario around which the simulation develops. Students are supplied with specific information about petroleum geology, finances, and drilling. With this knowledge, students are asked to make economic and environmental decisions concerning the future of the republic. Over half of this publication is devoted to maps, charts, and illustrations that can be removed from the unit and duplicated. Background information, as well as activity development of the simulation, is included for the secondary teacher. (MA)

ED 165 992 SE 025 277

U.S.A. Plant Visits, 1977-1978.

Department of Commerce, Washington, D.C.

Pub Date-78

Note-156p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-012-00041-7; No price quoted)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Business, *Directories, *Government Publications, Guides, Indexes (Locaters), *Industry, *Instructional Trips, Library Materials, *Reference Books, Tourism

Identifiers-United States Travel Service

This government publication provides a partial listing of plant visits available to business groups, especially international visitors. Each listing gives a short description of the industry, the address, visiting hours, person to contact, and a telephone number. The list is arranged alphabetically by state and city. Included is an industry classification index. Instructions for arranging plant visits are provided in the introduction. (MA)

ED 165 993 SE 025 278

Lantz, Alma West, Anita S.

An Impact Analysis of Sponsored Projects to Increase the Participation of Women in Careers in Science and Technology (Abbreviated Version with Selected Appendices).

Denver Univ., Colo. Research Inst.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Contract-NSF-C-1053

Note-135p.; For related documents, see ED 155 033, ED 151 202 and ED 130 840; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Career Opportunities, Job Market, Minority Role, Program Descriptions, *Program Evaluation, *Research, *Science Careers, *Scientists, Womens Studies, *Working Women

This document presents an abbreviated report of the evaluation and impact assessment of 11 experimental projects funded by the National Science Foundation (NSF) in FY 1974 and FY 1975 to increase the number of women engaged in science-related careers. The report includes a description of the evaluation methodology used, project summaries, program observations and comparative analysis. A brief project description, along with conclusions and recommendations, is given for each project. Four appendices are included: (1) Alternative Interventions; (2) Film Bibliography; (3) Selected Bibliography; and (4) Selected Annotated Bibliography. (MA)

Szetela, Walter

A Study of the Interfering Effects of Some Deceptive Visual and Mathematical Clues Related to Area and Capacity and the Ability of Seventh and Eighth Grade Students to Use Analogy to Solve Capacity Problems.

Pub Date- 78
Note-12p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Research, *Geometric Concepts, Grade 7, Grade 8, Instruction, *Measurement, *Problem Solving, Secondary Education, *Secondary School Mathematics, *Visual Perception
Identifiers-Area, Estimation, *Research Reports

Eleven students out of 94 selected a hexagonal container as larger than a triangular container having the same surface area, although the capacity of the former was 50% greater than the latter. When presented with hexagons and triangles of the same perimeter but different areas, 40 students selected the hexagon as the larger area. When the hexagonal and triangular containers were reconsidered, 51 chose the hexagonal container, 45 of whom used analogy with the area problem. Similar results were obtained using another transfer problem. (MP)

ED 165 995 SE 025 296

Slavin, Robert E. And Others

A Group Contingency for Electricity Conservation in Master Metered Apartments. Report No. 242.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-CSOS-242

Pub Date-Jan 78

Contract-EC-77-5-02-4164

Note-31p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Behavior Change, Conservation Education, Consumer Economics, *Contingency Management, Electricity, Energy, *Energy Conservation, Incentive Grants, *Research, *Science Education

This paper reports the results of two studies designed to evaluate the effects of a group contingency for conservation on use of electricity. Residents of 166 apartment units in three towers participated in the first study. The group contingency consisted of biweekly payments to residents of the value of the electricity they saved, as compared to predicted use based on temperature. In addition, resident meetings were held in each tower. The group contingencies were initiated in each tower at three-week intervals in a multiple baseline design. Subjects in the second study were residents of 255 apartment units, also in three towers. They experienced the same group contingencies in the same multiple-baseline design, except that they received only 50% of the value of their savings. In addition, they received a one-time bonus of five dollars if they used 10% or more less than baseline. Results are discussed in terms of theoretical and practical implications. (Author/HM)

Dyasi, Hubert M.

The Teaching-Learning Strategy of the Primary Science Project of the Science Education Programme for Africa. IIEP Seminar Paper 30.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date-77
Note-26p.; Contains occasional marginal legibility; Not available in hard copy due to copyright restrictions
Available from-UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 (no price quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Curriculum Development, *Curriculum Planning, Educational Development, *Elementary Secondary Education, *International Studies, *Planning Meetings, Policy Formation, *Science Education, Science Programs, Teacher Education
Identifiers-*Africa

This paper is concerned with the teaching-learning strategy of the Primary Science Project of the Science Education Program for Africa. It was presented in the 1976 seminar of the International Institute for Educational Planning (IIEP) of the UNESCO in Paris. The document includes six sections: (1) The concept of a strategy; (2) Description of the strategy; (3) Advantages and disadvantages of outcomes; (4) Development and implementation in Ghana; (5) The role of formative evaluation; and (6) Implications. The description of the strategy includes influence of teachers' decisions, time for learning, goals of learning, content of learning activities, structure of learning sequences, pupils' role, influence of diagnostic feedback, ideological bases of the strategy, and origin of the strategy. The implications discuss curriculum planning policy, teacher training and allocation of resources. (HM)

ED 165 997 SE 025 314

Maffei, Anthony C.

Causes of Recent Decline in the Mathematics Achievement of Public High School Students: A National Survey of High School Mathematics Teachers.

Pub Date-77
Note-26p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement, College Entrance Examinations, Curriculum, Educational Research, Instruction, *National Competency Tests, Secondary Education, *Secondary School Mathematics, *Secondary School Teachers, Student Characteristics, *Surveys, Teacher Characteristics, *Test Results

A nationwide survey collected opinions of high school teachers to determine if there is a decline in the mathematics achievement of high school students and to determine the causes for this decline. The following conclusions were reported: (1) students have a weak mathematical background when they enter high school and poor study habits in high school compound the problem; (2) minimum academic standards are not set by teachers, yet administrators do not encourage teachers to set minimum academic standards; and (3) students are more frequently absent from class than in the past. (MP)

ED 165 998 SE 025 321

Munby, Hugh

Piagetian Research in Science Education: Some Misgivings About Its Potential to Improve Practice.

Pub Date-78

Note-20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Cognitive Processes, Curriculum Planning, *Educational Development, Educational Practice, *Educational Research, Elementary Secondary Education, *Learning Processes, Learning Theories, *Science Education, Teaching Methods

Identifiers-*Piaget (Jean)

This paper, intended to show some misgivings about the potential of the Piagetian research orientation for improving science education practice, was presented at the 1978 meeting of the National Association for Research in Science Teaching (NARST). The research orientation discussed is that derived from the developmental theory of Jean Piaget. The misgivings are grouped under two headings: educational claims and metatheoretical considerations. Discussion of these two areas leads to a consideration of how the Piagetian research orientation in science education could be related to professional practice, with particular reference to curriculum and instructional planning, and to the diagnosis of children's learning. It is suggested that in light of these misgivings, it might be useful to consider an alternative for planning and diagnosing. (Author/HM)

Kishta, Mohammed A. Mays, Eileen M.

The Relationship of Moral and Cognitive Development in Two Cultures and the Implications for Science Teaching.

Pub Date-78
Note-19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Cognitive Development, Conservation (Concept), *Cultural Factors, *Educational Research, Elementary Education, Ethics, *Moral Development, *Science Education, Values
Identifiers-Piaget (Jean), *Research Reports

Sixty subjects were identified from two grade levels (second and fifth), in elementary schools in Iowa and in Jordan. Cognitive and moral judgment tasks were administered to each subject. The cognitive tasks measured conservation, class inclusion, multiplicative classification, and spatial perception. The moral judgment tasks presented situations related to reciprocity, values, and perspective of viewpoints. Significant differences were found in the following relationships: the relationship of cognitive development between second- and fifth-grade subjects within each culture and between cultures, the relationship of moral development between second- and fifth-grade subjects within each culture and between the cultures, and the relationship of moral and cognitive development within and between the cultures. (BB)

ED 166 000 SE 025 323

Russell, Thomas L.

Second Thoughts About the Potential Influence of Science Teacher Education Research.

Pub Date-78

Note-20p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Research, *Inservice Teacher Education, Research, *Research Design, Research Methodology, Science Education, *Science Teachers, *Teacher Education

Identifiers-*Research Reports

Research in science teacher education does not appear to have made very much difference in the ways preservice and inservice science teacher education is conducted or in the ways participating teachers teach. This paper illustrates and suggests possible explanations for this state of affairs, and indicates research alternatives which seem to hold greater promise for improving practice. Examples of contemporary science teacher education research are presented, asking of each how significant the question is and to what extent the results achieved may be expected to improve science teacher education practices. It appears that the potential influence of the research is, in many cases, unduly restricted by the format of the research and by the implied assumptions about how science teachers and science teacher educators evaluate proposals for the improvement of practice. Alternatives to the most familiar form of science teacher education research are presented, looking at the significance of the questions and the potential influence of the results. (Author/BB)

ED 166 001 SE 025 325

Torrence, David R. And Others

Development and Validation of a Televised Test of Science Processes.

Pub Date-78

Note-18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains light type in Tables

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Processes, *Educational Research, *Educational Television, *Elementary Education, Elementary School Teachers, *Instruction, *Process Education, *Science Education, Skills, Student Testing, Validity

Identifiers-Research Reports

This paper, presented at the 1978 meeting of the National Association for Research in Science Teaching, describes the development of a resource for the identification of science process skills in young children (grades 4-7). The Test of Science Processes (TOSP) of Tannenbaum was modified for presentation in a broadcast instructional television format by reducing the number of items using judges' opinions and item analysis data, and reducing the reading level of test questions. It is concluded that the Television Test of Science Processes (TTSP) provides elementary science teachers and administrators with a useful test of science processes that can be used for assessing science competencies in young children. (HM)

ED 166 002 SE 025 341

Fuhrman, M. And Others

The Laboratory Structure and Task Analysis Inventory (LAI): A Users' Handbook. Technical Report No. 14.

Iowa Univ., Iowa City. Science Education Center.
Pub Date-Aug 78
Note-42p.; Contains occasional marginal legibility
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Educational Research, *Evaluation, Instrumentation, *Laboratory Procedures, *Measurement Techniques, Science Education, *Science Experiments, Secondary Education, *Secondary School Science, Testing

The Laboratory Structure and Task Analysis Inventory (LAI) is an instrument designed to facilitate the analysis of laboratory investigations in secondary school science. It yields a quantitative picture of the kinds of activities required of a student in performing laboratory investigations. The report includes guidelines for the use of the instrument, some descriptive information, and a very brief review of the relevant literature. (Author/BB)

ED 166 003 SE 025 342

Neufeld, Gerald

Assessing the Degree of Implementation of the Important Features of a Curricular Innovation. Paper Presented at the Bat-Sheva Seminar on Curriculum Implementation and its Relationship to Curriculum Development in Science (Rehovot-Jerusalem, Israel, July 1978).

Pub Date-Jul 78

Note-35p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Adoption (Ideas), Educational Change, *Educational Innovation, *Field Interviews, *Junior High Schools, Models, *Research Methodology, Science Course Improvement Project, *Science Education, Secondary Education

Identifiers-*Curriculum Implementation, Israel

This paper, designed to assess the degree of implementation of the important features of a curriculum innovation, was presented at the 1978 Bat-Sheva Seminar on Curriculum Implementation and its Relationship to Curriculum Development in Science, Rehovot-Jerusalem, Israel. It investigates the use of sub-interviews within the main interview to assess the level of use of each of the components of interest innovation bundle. The methodology described is used to measure the level of implementation of the junior high school science program, The National World (TNW). This is the revision and modular adaptation of the Intermediate Science Curriculum Study (ISCS). A total of five teachers using the TNW program were interviewed personally or by telephone. Results show that all teachers are regular users of the program and there are considerable variations in their degree and level use of the program. Scales used to measure the use of innovation and interview format are also presented. (HM)

ED 166 004 SE 025 346

Hofman, Helenmarie Herbert

Primary Students' Attitudes Towards Science. Paper Presented at the Annual Meeting of the National Science Teachers Association (Cincinnati, Ohio, March 27, 1977).

Pub Date-77

Note-13p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Attitudes, Childhood Attitudes, Educational Research, Elementary Education, *Elementary School Science, *Primary Education, *Science Education, *Student Attitudes, *Student Science Interests

Identifiers-*Research Reports

Comparison of the attitudinal responses of eight-year-old children who studied science in a National Science Foundation sponsored program, Science Curriculum Improvement Study,'' with responses of eight-year-old children who studied science using a textbook series, Concepts in Science,'' showed no differences. However, both programs did appear to invoke a positive attitude toward science. Attitudes toward science, the scientific process, and the scientist were measured using the Projective Tests of Attitudes. (BB)

ED 166 005 SE 025 354

Earth Science 11. Curriculum Guide.
British Columbia Dept. of Education, Victoria.

Pub Date-77
Note-88p.; Photographs may not reproduce well
Available from-Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia, V8V 2Z6 ($1.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Course Descriptions, Curriculum Development, *Earth Science, Educational Resources, Instructional Aids, *Instructional Materials, Learning Activities, Science Education, *Secondary Education, *Teaching Guides
Identifiers-*Canada

This publication, developed by the Ministry of Education, Province of British Columbia, Canada, is a teaching guide for the Earth Science 11 course. The course is intended to provide secondary school students with the background and desire to investigate their earth, its materials and its processes. The guide consists of four sections. Section A is concerned with astronomical sciences. It includes three units: stellar systems, solar systems and the third planet. Section B is concerned with geological sciences. It also includes three units. Section C is concerned with oceanographic and atmospheric sciences. It includes two units: the oceans and the atmospheric science. Section D is concerned with renewable and non-renewable earth resources. Learning outcomes, suggested activities and investigations, a list of references, and scope and sequence of the units are also included in each section. A list of equipment and supplies, audiovisual materials, supplementary reference texts and prescribed textbooks are presented in the appendix. An introduction including the purpose of the course is also presented. (HM)

ED 166 006 SE 025 355

Geology 12. Curriculum Guide.

British Columbia Dept. of Education, Victoria.

Pub Date-77
Note-121p.; Photographs will not reproduce well; Pages 101-102 missing from document prior to its being shipped to EDRS for filming; Best copy available
Available from-Publication Services Branch, Ministry of Education, Parliament Buildings, Victoria, British Columbia, V8V 2Z6 ($1.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-*Course Descriptions, Curriculum Development, Earth Science, Educational Resources, *Geology, *Instructional Materials, Learning Activities, Science Education, *Secondary Education, *Teaching Guides
Identifiers-*Canada

This publication, developed by the Ministry of Education, Province of British Columbia, Canada, is a teaching guide for the Geology 12 course. The course is intended to provide secondary school students with the background and desire to investigate their earth, its materials and its processes. The guide consists of the following four sections: (1) Physical geology; (2) Historical geology; (3) Earth resources; and (4) Planetology. Learning outcomes, suggested activities and investigations, a list of references, and instructional aids are also included in each section. A list of equipment and supplies, audiovisual materials, supplementary reference texts and prescribed textbooks are presented in the appendix. An introduction including the purpose of the course, terms, and definitions is also presented. (HM)

ED 166 007 SE 025 356

Bright, George W. And Others

Cognitive Effects of Games on Mathematics Learning. A Revision of a Paper Presented at the Annual Meeting of the National Council of Teachers of Mathematics (Cincinnati, Ohio, April 1977).

Pub Date 78
Note 66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors *Cognitive Development, Curriculum, Effective Teaching, Elementary Secondary Education, *Games, Instruction, *Learning, Learning Activities, *Literature Reviews, Mathematical Enrichment, *Mathematics Education, *Research Reviews (Publications)

In this document, available literature is identified and reviewed in order to determine whether there are substantiated cognitive effects associated with the use of games in the mathematics classroom. Three criteria were used for selection of the literature: the treatment was identified as a game; cognitive measures were obtained; and the dependent variables included mathematical variables. The paper observes that the study of games as an instruction-learning process in mathematics has so far been neither thorough nor systematic and no definite conclusions can be made about the use of games in teaching mathematics. (MP)

ED 166 008 SE 025 360

Basics of Solar Heating & Hot Water Systems.
American Inst. of Architects, Washington, D.C.
Pub Date-78
Note-48p.; Shaded architectural plans may not reproduce well
Available from-American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006 ($5.00; quantity price $4.00)
Document Not Available from EDRS.
Descriptors-Building Design, Climate Control, *Energy Conservation, *Environment, *Heat, *Instructional Materials, Postsecondary Education, Science Education, *Thermal Environment
Identifiers-*Hot Water Heating

In presenting the basics of solar heating and hot water systems, this publication is organized from the general to the specific. It begins by presenting functional and operational descriptions of solar heating and domestic hot water systems, outlining the basic concepts and terminology. This is followed by a description of solar energy utilization that traces the principles of solar energy from climate to radiation gain to solar collection. Finally, the manner in which solar components can be organized into solar heating and hot water systems is discussed including: collector-storage arrangements, storage distribution arrangements, domestic hot water preheating types, and specific system components. (Author/BB)

ED 166 009 SE 025 393

Jones, John, Ed.

Energy and Man's Environment: Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-76

Note-36p.; For related documents, see SE 025 394-399; Not available in hard copy due to copyright restrictions

Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Activity Units, *Conceptual Schemes, Curriculum Development, Energy, *Energy Conservation, *Environmental Education, Experiential Learning, *Instructional Materials, Interdisciplinary Approach, *Objectives

This publication provides the goals, concepts, objectives, and rationale for the six activity guides in this series of energy education materials. The organization of this series, as presented in this publication, centers around six goals which correspond to the activity guides. Under each goal are several concepts, which in turn, have several objectives. These concepts and goals are referenced above the activities included in the guides. The six goals are: (1) It is essential that each person know that there are many sources of energy; (2) It is essential that each person know that people are dependent upon energy; (3) It is essential that each person know that energy can be converted from one form to another; (4) It is essential that each person know how man's use of energy creates an impact on the environmental and economic systems; (5) It is essential that each person know that the earth's resources are limited; and (6) It is essential that each person know that new energy sources and more efficient systems, accompanied by different consumption practices, may alter the world energy dilemma. This conceptual outline may be of use to teachers, curriculum specialists, and researchers. (MR)

ED 166 010 SE 025 394

Jones, John, Ed.

Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section One - Sources of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-76
Note-44p.; For related documents, see SE 025 393-399; Not available in hard copy due to copyright restrictions
Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Activity Units, Conceptual Schemes, Energy, *Energy Conservation, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Junior High Schools, Middle Schools, Natural Resources, *Objectives
Identifiers-*Energy Education

This publication presents the activities pertaining to the first goal of this activity guide series. The activities in this publication focus primarily on the availability of resources, forms of energy, natural laws, and socioeconomic considerations. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary and can be used in a variety of ways. The activities are simply ideas of things that students can do to help them understand the concepts. It has been left to the teacher to choose and implement these ideas as desired. Activities range from an energy unit "treasure hunt" to dramatizing an Inca coronation. (MR)

ED 166 011 SE 025 395

Jones, John, Ed.

Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Two - Uses of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-76

Note-56p.; For related docments, see SE 025 393-399; Not available in hard copy due to copyright restrictions

Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Activities, Activity Units, Conceptual Schemes, *Conservation (Environment), *Energy Conservation, Environmental Education, Instructional Materials, Interdisciplinary Approach, *Junior High Schools, *Middle Schools, *Objectives

This publication presents the activities pertaining to the second goal of this activity guide series. The activities in this publication focus primarly on awareness, conservation, and planning. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary and can be used in many ways. The activities are simply ideas of things that students can do to help them understand the concepts. It has been left for the teacher to choose and implement these ideas as desired. Activities range from writing a story that details the impact on members of a food chain when one member is removed to conducting a community survey to determine how people are trying to conserve energy. (MR)

Jones, John, Ed.

Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Three - Conversion of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-76
Note-55p.; For related documents, see SE 025 393-399; Not available in hard copy due to copyright restrictions
Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Activity Units, Conceptual Schemes, *Decision Making Skills, *Energy Conservation, Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Junior High Schools, *Middle Schools, Objectives

This publication presents the activities pertaining to the third goal of this activity guide series. The activities in this publication focus on understanding conservation processes, efficiencies, socioeconomic costs, and personal decision-making. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary and can be used in many ways. The activities are simply ideas of things that students can do to help them understand the concepts. It remains for the teacher to choose and implement these ideas as desired. Activities range from stating the first and second laws of thermodynamics so the students' parents can understand them to designing a house which runs entirely on solar energy. (MR)

ED 166 013 SE 025 397

Jones, John, Ed.

Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Four - Impacts of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date-76

Note-83p.; For related documents, see SE 025 393-399; Not available in hard copy due to copyright restrictions

Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Activities, Conceptual Schemes, *Energy Conservation, Environmental Education, Instructional Materials, *Interdisciplinary Approach, *Junior High Schools, *Middle Schools, Objectives, *Socioeconomic Influences

This publication presents the activities pertaining to the fourth goal of this activity guide series. The activities in this publication focus on the socioeconomic effects of energy uses and crises and the understandings needed to assess those effects. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary and can be used in many ways. The activities are simply ideas of things students can do to help them understand the concepts. It remains for the teacher to choose and implement those ideas as desired. Activities range from an experiment measuring sulphur dioxide in automobile exhaust to mapping the major sea lanes between oil producing countries and oil importing countries. (MR)

ED 166 014 SE 025 398

Jones, John, Ed.

Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Five - Limits of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-76
Note-50p.; For related documents, see SE 025 393-399; Not available in hard copy due to copyright restrictions
Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Conceptual Schemes, *Energy Conservation, *Environmental Education, High Schools, Instructional Materials, *Interdisciplinary Approach, *Junior High Schools, Middle Schools, Objectives, *Policy Formation

This publication presents the activities pertaining to the fifth goal of this activity guide series. The activities in this publication relate to understanding nature and the natural limits to growth, personal consumption practices, and the social and technological implications of rapidly depleting the world's natural resources. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary and can be used in a variety of ways. The activities are simply ideas of things students can do to help them understand the concepts. It remains for the teacher to choose and implement these ideas as desired. Activities range from writing a story explaining what the earth's energy resources will be like by the year 2000 to role playing an election to illustrate how the class can get their views into the government. Some of these activities may be suitable for high school students as well. (MR)

ED 166 015 SE 025 399

Jones, John, Ed.

Energy and Man's Environment Activity Guide; An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Six - Future Sources of Energy.

Energy and Man's Environment, Inc., Portland, Oreg.
Pub Date-76
Note-43p.; For related documents, see SE 025 393-398; Not available in hard copy due to copyright restrictions
Available from-Energy and Man's Environment, 0224 SW Hamilton, Suite 301, Portland, OR 97201 ($25.00 a set)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Activities, Conceptual Schemes, *Energy Conservation, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Junior High Schools, *Middle Schools, Objectives, *Technology

This publication presents the activities pertaining to the sixth goal of this activity guide series. The activities in this publication relate principally to the more advanced technologies and the implications of their development. These materials are appropriate for middle school and junior high school students. These activities, organized by objective under the concepts listed, are interdisciplinary. The activities are simply ideas of things students can do to help them understand the concepts. It remains for the teacher to use these ideas as desired. Activities range from preparing and delivering an energy briefing to the class using the style of Walter Cronkite and information collected from the news media to listing the various kinds of educational requirements needed to pursue a career in technology. (MR)

Davey, Don McDuffie, Claudia
Energy Crisis: Resource Guide for Energy Conservation Education.
Bonneville Power Administration, Portland, Oreg.
Spons Agency-Oregon State Dept. of Energy, Salem.
Pub Date-78
Note-42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Agencies, Annotated Bibliographies, Audiovisual Aids, Curriculum Guides, *Educational Resources, *Energy Conservation, Environmental Education, Information Sources, *Organizations (Groups), Periodicals, *Resource Guides
Identifiers-*Energy Education, *Oregon

This publication is a resource guide to energy education and conservation materials and organizations. The stated purpose of this guide is to make teachers and other interested citizens of Oregon aware of some of the resources and sources of information on energy conservation education that are available in Oregon and in the United States and Canada. The first section lists the resources for energy education giving: (1) agency or organization name and address; (2) agency functions; (3) publications or films available from the agency; and (4) additional information about the agency and about speakers, if available, from the agency. The second section is an annotated bibliography of curriculum guides and teacher resource books. The third section lists multimedia materials with sources and addresses. The fourth section lists periodicals in the Oregon area that relate to energy conservation education. (MR)

ED 166 017 SE 025 464

Holmes, Barbara

Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NAEP-08-E-01
Pub Date-Dec 78
Contract-OEC-0-74-0506
Note-59p.

Available from-National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 ($3.75)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Adults, *Attitudes, Energy, *Energy Conservation, Environmental Education, *Knowledge Level, Measurement Instruments, *National Surveys, Research, Surveys, Tables (Data), Young Adults

This is a national assessment of energy awareness among young adults. A national probability sample of young adults, ages 26 to 35, was drawn and stratified by region and community size. Approximately 1,300 persons responded to each of the 76 attitudinal and 70 knowledge questions administered by trained energy assessment interviewers. Besides the standard demographic information, each participant was asked to respond to the energy assessment items in the appropriate booklet. The discussion centers upon national results. Group results are also presented according to race, sex, total household income, family size, education, etc. The first two chapters present the results while the third chapter presents the analysis of these results. (MR)

Hargan, Carol Hunter, Beverly

Instructional Computing: Ten Case Studies.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date-78
Grant-NSF-SED-76-15399
Note-245p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors-*Case Studies, Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Computer Science Education, Elementary Secondary Education, *Instruction, *Mathematics Education, *Program Descriptions
Identifiers-*National Council of Teachers of Mathematics

These case studies are written for educational institutions that wish to plan, extend, or improve their use of computers for learning and teaching. Each case study includes a brief description of each of the following: profile of the institution, history of the development of instructional computing, organization and management, student access to computing, cost and budgeting, student accomplishments, spectrum of applications, computer literacy, computer science, outreach, plans and goals, lessons learned, contracts, and references. (MP)

Ghiselin, Diane J. And Others
Connecticut Assessment of Educational Progress: Mathematics. 1976-77 Results Report.
National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
Pub Date-Aug 77
Note-376p.; For related document, see SE 025 481; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Achievement, Age Differences, *Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Group Norms, *Mathematics Education, Rural Urban Differences, Sex Differences, *Test Results
Identifiers-*Connecticut

The design and methodology of the program of assessment is described and the student achievement data generated by the assessment are presented. Test results are reported for each goal area, each objective, and each test item by all 9-, 13-, and 17-year-olds, and by males and females within each age group. The results on test items in common with the three age groups are compared. Comparisons are made between groups of students formed on the basis of responses to questionnaires. The results of each age group are compared to the performance of students nationally. Results of a student questionnaire and of a principal questionnaire are reported. Copies of instruments are contained in the appendix. (MP)

ED 166 020 SE 025 481

Rubinstein, Sherry Ann Ghiselin, Diane J.

Connecticut Assessment of Educational Progress: Mathematics. 1976-77 Summary Report.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency-Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Pub Date-Sep 77

Note-68p.; For related document, see SE 025 480 ; Some tables may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Achievement, Age Differences, *Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Group Norms, *Mathematics Education, Rural Urban Differences, Sex Differences, *Test Results

Identifiers-*Connecticut

In this document, the major outcomes of a study are reported, focusing primarily on the mathematics achievement results. The sections of Part I discuss performance on goal areas and objectives; comparisons of achievement among groups of students within each age level, 9-, 13-, and 17-year-olds; comparisons of the achievement of Connecticut students with that of students nationally; the results of each item by age, sex, region, and size of community within the state. Part II contains discussions and recommendations in the following areas: math concepts, computation, measurement, problem solving and applications, charts and graphs, and geometry. (MP)

Campana, Robert J. Langer, Sidney

Nuclear Power and the Environment: Questions and Answers. Revised.

American Nuclear Society, Hinsdale, Ill.
Pub Date-76
Note-122p.
Available from-American Nuclear Society, 555 North Kensington Avenue, La Grange Park, IL 60525 ($4.00 ea.; Discounts on quantity orders)

Document Not Available from EDRS.

Descriptors-Electricity, *Energy, Energy Conservation, *Environmental Criteria, Environmental Influences, *Nuclear Physics, Pollution, Public Health, *Radiation, *Safety, Utilities
Identifiers-*Energy Education, *Nuclear Power

This publication is a complete revision of an earlier booklet brought on by the dramatic changes in the energy outlook of the United States that occurred in 1973 and 1974. The purpose of this document is to inform the public on the overall U.S. energy situation, in particular electricity generated from nuclear reactors and other sources. The question and answer format is retained from the earlier version. Topics covered include: (1) Economics and Reliability; (2) Sources of Radiation; (3) Biological Effects of Radiation; (4) Plutonium Toxicity; (5) Thermal Discharges; (6) Safety: Emergency Core Cooling; (7) Benefit and Risk Perspective; and (8) Breeder Reactors. A bibliography is included. The authors are proponents of nuclear power and they have endeavored to present objective information in this publication. (MR)

ED 166 022 SE 025 986

National Energy Conservation Policy Act. Public Law 95-619, 95th Congress.

Congress of the U.S., Washington, D.C.
Pub Date-9 Nov 78
Note-85p.; Contains occasional marginal legibility
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Building Improvement, Conservation (Environment), Electrical Appliances, Energy, *Energy Conservation, *Environmental Criteria, Federal Government, *Federal Legislation, *Financial Support, Housing, Industry, Legislation, Policy, *Public Policy, Solar Radiation, Transportation
Identifiers-*Alternative Energy Sources, *National Energy Conservation Policy Act 1978

This publication is the National Energy Conservation Policy Act (P.L. 95-619). The purposes of this act are to provide for the regulation of interstate commerce, to reduce the growth in demand for energy in the United States, and to conserve nonrenewable energy resources produced in this nation and elsewhere, without inhibiting beneficial economic growth. Titles include: (1) Residential Energy Conservation; (2) Energy Conservation Programs for Schools and Hospitals and Buildings Owned by Units of Local Governments and Public Care Institutions; (3) Energy Efficiency of Certain Products and Processes; (4) Federal Energy Initiatives; and (5) Additional Energy-Related Measures. (Author/MR)

ED 166 023 SE 026 298

Meyer, Ruth Ann
Sex-Related Differences in Mathematical Problem Solving Performance and Intellectual Abilities.
Pub Date-78
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Ability, *Educational Research, Elementary Education, *Elementary School Mathematics, *Intelligence, *Problem Solving, *Sex Differences
Identifiers-*Research Reports

Sex-related differences in mathematical problem solving performances and intellectual abilities were investigated. A battery of 19 reference'' tests for intellectual abilities and a mathematical problem solving test were administered to 82 fourth-grade females and 97 fourth-grade males. Sex-related differences were found for only two of the intellectual variables; neither of these were mathematics achievement variables. However, factor analytic procedures identified six factors (Verbal Comprehension, Induction, Numerical, Perceptual Speed, Symbolic Fluency, and General Mathematics) for females and five factors (Verbal Comprehension-Word Fluency, Induction, Perceptual Speed, Problem Solving and Mathematics Concepts) for males. These different intellectual structures suggested that males and females approach problem solving differently. (Author/MP)

ED 166 024 SE 026 312

Gibson, William C., Comp.

The Excitement and Fascination of Science: Volume Two. Reflections by Eminent Scientists.

Annual Reviews, Inc., Palo Alto, Calif.

Pub Date-78

Note-691p.; Not available in hard copy due to copyright restrictions

Available from-Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($12.00 hardcover, $11.00 softcover)

EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.

Descriptors-*Autobiographies, Biographies, Books, Research, Science Education, *Sciences, *Scientific Enterprise, Scientific Research, *Scientists

This volume presents 34 autobiographical chapters from past issues of Annual Reviews." These essays have been written by scientists active

in all areas of research. Some examples are the following: Musings of an Erstwhile Plant Pathologist'' by F.C. Bawden, Some Personal History and Reflections from the Life of a Biochemist'' by John T. Edsall, and Changing Styles of Anthropological Work'' by Margaret Mead. (BB)

ED 166 025 SE 026 321

Bottinelli, Charles A., Ed.
The Journal of Energy Education, Volume 1 Number 1, Devoted to the Development of an Energy Literate Society.
Energy Information Associates, Inc., Littleton, Colo.
Pub Date-78
Note-65p.
Available from-Energy Information Associates, Inc., P.O. Box 18076, Capitol Hill Station, Denver, Colorado 80218 (no price quoted)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Curriculum, Educational Programs, Elementary Secondary Education, *Energy, *Energy Conservation, Environment, *Environmental Education, Instructional Materials, Natural Resources, Postsecondary Education, *Science Education

In this first issue of the journal, the educational imperatives of the evolving energy situation are discussed in an editorial. Background on energy issues are provided for the teacher. Opportunities for developing energy education teaching units are discussed. A segment of the journal presents recent developments in energy education. A segment entitled Energizing Your Curricula'' provides energy ideas, activities, and projects for classroom use. A final section provides a listing of books, films, games, and instructional kits for energy education. (RE)

Mathematics Curriculum Guide, Grades 7-12.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Mathematics.

Pub Date-76
Note-58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Course Content, *Course Descriptions, *Curriculum, *Instruction, *Objectives, Secondary Education, *Secondary School Mathematics, *State Curriculum Guides

The global objectives and content outlines of mathematics courses for grades 7 through 12 are listed and the overall rationale and goal of the courses are discussed. Several suggestions are made for changes in the curriculum. The contents include: A Curriculum of Choices, Grades 7 and 8, General Mathematics, Introductory Algebra, Algebra I, Geometry, Applied Vocational Mathematics, Algebra II, Consumer Mathematics, Advanced Mathematics, Calculus, and Additional Curriculum Considerations. (MP)

Loycano, Robert J.

Manpower Resources for Scientific Activities at Universities and Colleges, January 1976. Detailed Statistical Tables, Appendix B.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-76-321
Pub Date- 76
Note-72p.; For related document, see ED 141 180; Contains occasional small print; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-College Science, *Employment Statistics, Employment Trends, Engineers, *Manpower Utilization, Research, Science Education, Scientific Enterprise, Scientific Manpower, *Scientific Personnel, Scientists, Universities

The data presented in these tabulations are based on the 1976 National Science Foundation survey of scientific and engineering personnel employed at universities and colleges. The data are contained in 60 statistical tables organized under the following broad headings: trends; type of institution; field, employment status, control, educational attainment, function, and sex; 50 leading universities; geographic distribution; research and development; Ph.D. technicians employed in the sciences and engineering; and summary data from survey questionnaires. (BB)

ED 166 028 SE 026 332

Grossman, Richard Daneker, Gail
Guide to Jobs and Energy.
Pub Date-Jan 78
Note-25p.; Not available in hard copy due to copyright restrictions
Available from-Environmentalists for Full Employment, 1101 Vermont Avenue, N.W., Room 305, Washington, D.C. 20005 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Economic Climate, *Economics, Efficiency, *Employment, Employment Level, Employment Opportunities, Employment Potential, *Energy, *Energy Conservation, Environmental Education, Jobs, Politics, Solar Radiation

This document is a review of the work being done in the area of energy and the economy. The authors believe that increased energy efficiency, plus transition to a solar economy, can actually lead to a more stable economy and to more jobs than the large-scale system scenario, which corporate energy interests, many industrialists, and some government agencies, are promoting. The document includes the following sections: (1) energy and the economy; (2) substitution of energy for labor; (3) productivity and jobs; (4) energy growth and prosperity-the myth; (5) energy inefficiency and waste; (6) capital investment; (7) energy efficiency and jobs; (8) solar, wind, and biomass conversion; and (9) the politics of solar energy. Extensive footnotes are given. (TM)

ED 166 029 SE 026 333

Rowles, Thomas K.

Initiating the Teaching of Metrication by Means of Performance Objectives.

Pub Date-78

Note-201p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors-Criterion Referenced Tests, *Educational Research, Elementary Education, *Elementary School Mathematics, Formative Evaluation, *Instruction, Item Sampling, Measurement, *Metric System, *Objectives, Summative Evaluation, *Teaching Techniques

Identifiers-*Research Reports

This document is about a program that was proposed and initiated involving the teaching of the metric system using performance objectives for each level from first through sixth grade. A total of 45 performance objectives were used for the six grade levels. The goal for the program was to have students master 80% of the performance objectives as measured by a criterion-referenced test. Formative and summative evaluations were conducted. The results of the summative evaluation disclosed that students in all six grade levels mastered the prescribed objectives beyond the 80% level. (MP)

ED 166 030 SE 026 334

Butler, Thelma R.

Development and Implementation of a Mini Gifted Program in Science for Academically Talented Children in Grades 3-5 at Samuel Morse Elementary School.

Pub Date-78

Note-46p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academically Gifted, Curriculum, Doctoral Theses, Educational Research, Elementary Education, *Elementary School Science, *Gifted, *Instruction, Pilot Projects, Science Education, *Science Programs

Identifiers-*Research Reports

This document describes a practicum effort which entailed development and implementation of a mini-science instructional program for nine gifted students in an elementary school pilot program. The new program included development of necessary instruments and inservice training and utilized feedback from students, parents, and staff. Developmental and implementational components consisted of the following: setting goals, such as the students' ability to think critically and to solve problems; students' demonstration of increased knowledge of the scientific processes and their ability to hypothesize, analyze, and synthesize; and evaluation of their progress through observation and quizzes. Evaluation results indicate that the participating students mastered the objectives set for the mini-science program. The students, teachers, and parents involved considered the mini-science program effective, interesting, and worthy of replication the following year. (Author/BB)

ED 166 031 SE 026 352

Energy and Water: Conservation Suggestions for California's Elementary and Secondary Schools.

California State Dept. of Education, Sacramento.
Pub Date-77
Note-27p.; Not available in hard copy due to copyright restrictions
Available from-California State Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814 (no price quoted)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Air Conditioning, Building Design, *Building Operation, Conservation (Environment), Energy, *Energy Conservation, Heating, Lighting, *School Buildings, School Districts, *Transportation, Ventilation, *Water Resources

This publication contains conservation suggestions for schools in California to save water and energy. Contents include: (1) a list of sources of additional energy education assistance and materials; (2) a discussion of energy conservation in schools including HVAC system operations, lighting and building design; (3) a summary outline of actions to improve school energy efficiency; (4) a list of factors to consider in designing new schools; and (5) an outline of suggestions to conserve energy in the school transportation operations. Suggested steps to conserve water in California schools are also presented. (MR)

ED 166 032 SE 026 355

Elvin, Betty And Others

Texas Energy Education Framework: A Pilot Draft.

Texas Education Agency, Austin.

Pub Date-78

Note-28p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Conceptual Schemes, *Curriculum Development, *Curriculum Guides, *Elementary Secondary Education, Energy, *Energy Conservation, Environmental Education, *Matrices, Units of Study

Identifiers-*Texas

This publication presents a conceptual framework for grades K through 12 energy education in Texas. Matrices are used in which basic concerns of people'' such as: (1) individual well-being; (2) career; and (3) social interactions are given on one axis and three learning dimensions: (1) knowledge; (2) applications; and (3) values are used on the other axis. These matrices are to serve as a guide to curriculum development and are given for grade levels K-3, 4-6, 6-8, and 9-12. Energy education experiences are given for parts of these matrices. Infusing energy education into existing curricula is expanded and a rationale for energy education is given. (MR)

Scully, Dan And Others
The Fuel Savers: A Kit of Solar Ideas for Existing Homes.
Total Environmental Action, Inc., Harrisville, N.H.
Pub Date-78
Note-66p.
Available from-Total Environmental Action, Inc., Church Hill, Harrisville, NH 03450 ($2.75 plus $1.00 postage and handling; Discounts on quantity orders)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Building Design, *Building Improvement, Building Materials, Climatic Factors, *Cost Effectiveness, *Energy Conservation, Heating, *Home Management, *Instructional Materials, Postsecondary Education, *Solar Radiation

This publication is a collection of solar heating ideas for the do-it-yourselfer. The ideas are presented in a clear, simple and sometimes amusing way. Although written for homeowners, these ideas may be used in businesses and schools as well. Some ideas may make good student projects. The suggestions are illustrated and their costs and probable effectiveness are given. These simple, non-technical solar energy ideas range from making and installing flexible insulating curtains and from installing passive solar heating window boxes to building an active solar trickle-type heating system and to constructing a pumped solar water heating system. A bibliography and a glossary are also included. (MR)

ED 166 034 SE 026 360

Ingison, Linda

The Status of Pre-College Science, Mathematics, and Social Studies Educational Practices in U.S. Schools: An Overview and Summaries of Three Studies.

National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.-NSF-SE-78-71

Pub Date-Jul 78

Note-156p.; For related documents, see ED 153 875-880; ED 152 565, and SE 026 707-708

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00383-6; $3.50)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Curriculum, Educational Research, Elementary Secondary Education, Federal Legislation, Higher Education, Inservice Teacher Education, *Instruction, *Mathematics Education, *Science Education, *Social Studies, State Federal Aid, Surveys, *Teacher Education, Teaching Methods

Identifiers-*National Science Foundation

Reported in one document are the highlights of the findings of three studies funded by the National Science Foundation to assess needs and practices in pre-college science, mathematics and social studies in the nation's schools. One study involved a questionnaire survey of state, district, and local school personnel. Highlights of these data are presented. A second study focused on 11 in-depth case studies in selected U.S. school systems and the executive summary of these case studies is included in this document. The third study was an extensive literature survey in science, mathematics and social studies. The executive summaries for each discipline are included here. In addition to this information, procedures for obtaining complete copies of each study are given for those readers wishing more data. (PEB)

ED 166 035 SE 026 364

Spak, Gale Tenen Shelley, Edwin F.
How to Operate an Energy Advisory Service, Volume I: Report and Recommendations. Final Report.
New York Inst. of Tech., Old Westbury.
Spons Agency-Department of Energy, Washington, D.C. Div. of Buildings and Community Systems.
Report No.-HCP/W-2977-05/1
Pub Date-Jun 78
Contract-EY-76-S-02-2977
Note-137p.; For related documents, see SE 026 365-366; Contains occasional light type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Building Improvement, Case Studies, Communications, *Energy Conservation, Environmental Education, Extension Education, Information Dissemination, *Information Services, *Outreach Programs, *Program Evaluation, Public Education, Technical Assistance
Identifiers-*Center for Energy Policy and Research, *New York Institute of Technology

This publication is the first of a three volume set summarizing the Energy Advisory Service operated by the New York Institute of Technology. The project reported here was an information dissemination service on energy conservation techniques in the New York, New Jersey and Connecticut area. The Energy Information Center, Energy Referral Service, Energy Hot Line, and Energy Management Seminar program are described and evaluated in this volume. Case studies of the referral service/hot line complex and the seminar program are presented as are an overall program evaluation and a recommendations section. Intended audiences of this report are groups considering energy outreach programs and those interested in evaluation research and policy analysis. (MR)

ED 166 036 SE 026 365

Spak, Gale Tenen Shelley, Edwin F.

How to Operate an Energy Advisory Service, Volume II: New York Institute of Technology Energy Information Center and Referral Service Resource Material. Final Report.

New York Inst. of Tech., Old Westbury.

Spons Agency-Department of Energy, Washington, D.C. Div. of Buildings and Community Systems.

Report No.-HCP/W-2977-05/2

Pub Date-Jun 78

Contract-EY-76-S-02-2977

Note-150p.; For related documents, see SE 026 364-366

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Energy, *Energy Conservation, Information Dissemination, Information Services, *Information Sources, *Library Acquisition, Outreach Programs, Periodicals, *Referral, Technical Assistance, *Thesauri

Identifiers-*Center For Energy Policy and Research, *New York Institute of Technology

This publication is the second of a three volume set summarizing the Energy Advisory Service operated by the New York Institute of Technology. This volume presents: (1) Thesaurus of Descriptors for the Vertical File System; (2) Periodical List; (3) Monthly Selected Acquisitions List for 1977; (4) Structure of NYIT Energy Referral Service Roster. The Thesaurus, Periodical List and Acquisitions List are self-descriptive. Groups registered with the NYIT Referral Service were separated into divisions, categories and sub-categories in order to match technical information requests with appropriate information sources. These information sources were persons at energy related industries or at energy policy organizations. (MR)

ED 166 037 SE 026 366

Spak, Gale Tenen Shelley, Edwin F.

How to Operate an Energy Advisory Service, Volume III: New York Tech Energy Hot Line Resource Material. Final Report.

New York Inst. of Tech., Old Westbury.

Spons Agency-Department of Energy, Washington, D.C. Div. of Buildings and Community Systems.

Report No.-HCP/W-2977-05/3

Pub Date-Jun 78

Contract-EY-76-S-02-2977

Note-244p.; For related documents, see SE 026 364-365

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-Conservation (Environment), Energy, *Energy Conservation, Information Dissemination, *Information Services, *Information Sources, *Outreach Programs, *Reference Materials, Technical Assistance, *Telephone Instruction

Identifiers-New York Institute of Technology

This publication is the third of a three volume set summarizing the Energy Advisory Service operated by the New York Institute of Technology. The contents of this volume relate to the energy hot line operation part of this project. Contents include: (1) Hot Line Questions and Answer File; (2) Hot Line Pamphlet Collection; and (3) Key to Hot Line Special Information Packets. Four hundred forty-two common energy questions and answers are given and organized by key words. (MR)

ED 166 038 SE 026 370

Schlenker, Richard M. Dillon, Timothy

An Introduction to Chemistry for Merchant Marine Oriented Individuals (Ch-1 and Ch-1C). A Study Guide to Minicourse D-1, Elementary Background.

Pub Date-Sep 78

Note-104p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Chemistry, Course Content, Curriculum, *Higher Education, *Instructional Materials, Laboratory Procedures, *Oceanology, Science Education, *Short Courses, Study Guides

This document contains lab activities, problem sets, and a tape script to be accompanied by a slide show. The minicourse covers the following topics of general chemistry: kinetic-molecular theory, the Bohr atom, acids, bases, and salts, the periodic table, bonding, chemical equations, the metric system, computation of density, mass, and volume, and identification of various pieces of glassware used in a general chemistry laboratory. (BB)

An Educator's Guide to Teaching Metrication.
Sears, Roebuck and Co., Chicago, Ill.
Pub Date-77
Note-9p.; Contains occasional shaded drawings that may not reproduce well; Not available in hard copy due to copyright restrictions
Available from-Consumer Information Services - D/703, Sears, Roebuck and Co., Sears Tower, Chicago, IL 60684 ($0.25; No charge for use in staff development meetings on subject)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Consumer Education, Elementary Secondary Education, Instruction, Interdisciplinary Approach, *Learning Activities, *Mathematics Education, *Measurement, *Metric System, *Objectives, Student Projects, *Teaching Guides

This guide was developed to help in planning a unit on the more important aspects of metric conversion or to incorporate metric concepts and understandings into different subject matter areas. It includes: background information, key concepts, instructional objectives, learning experiences, multidisciplinary projects and assignments, and sources of information. (MP)

ED 166 040 SE 026 372

Dallam, Jerald W.

Student Behaviors Related to Academic Success of Undergraduates at Kansas State University in the Natural Sciences.

Pub Date-78

Note-25p.; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Ability, *Achievement, Cognitive Development, College Students, *Educational Research, *Higher Education, Individualized Instruction, *Learning Processes, *Science Education, *Student Behavior, Teaching Methods

Identifiers-Research Reports

This document reports data from a study designed to identify student behaviors related to academic success and involving 303 students enrolled in natural science classes at Kansas State University. Results of student responses to the Inventory of Study Practices are presented and implications for students, advisors, and teachers are identified. (HM)

ED 166 041 SE 026 554

Mathematics for Georgia Schools, Volume I: Primary Grades.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date-78
Note-139p.; For related document, see SE 026 555
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, Geometry, *Instruction, Measurement, Number Concepts, *Primary Grades, Problem Solving, Set Theory, Statistics, *Teaching Guides

This guide is for the use of teachers in the primary grades and is organized around six concepts: sets, numbers and numeration; operations, their properties and number theory; relations and functions; geometry; measurement; and probability and statistics. Objectives and sample activities are presented for each concept. Separate sections deal with the processes of problem solving and computation. A section on updating curriculum includes discussion of continuing program improvement, evaluation of pupil progress, and utilization of media. (MP)

ED 166 042 SE 026 555

Mathematics for Georgia Schools, Volume II: Upper Elementary Grades.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Pub Date-78
Note-183p.; For related document, see SE 026 554
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, Geometry, *Instruction, Measurement, Number Concepts, Probability, Problem Solving, Set Theory, Statistics, *Teaching Guides

This guide is organized around six concepts: sets, numbers and numeration; operations, their properties and number theory; relations and functions; geometry; measurement; and probability and statistics. Objectives and sample activities are presented for each concept. Separate sections deal with the processes of problem solving and computation. A section on updating curriculum includes discussion of continuing program improvement, evaluation of pupil progress, and utilization of media. (MP)

ED 166 043 SE 026 557

Energy/Environment Fact Book. Decision Series.

Department of Energy, Washington, D.C.; Environmental Protection Agency, Washington, D.C. Office of Research and Development.
Report No.-EPA-600/9-77-041
Pub Date-Mar 78
Note-140p.; Contains photographs and shaded charts and graphs which may not reproduce well
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Depleted Resources, Ecological Factors, *Energy, *Environment, Environmental Research, *Fuels, *Natural Resources, Pollution, Reference Materials
Identifiers-Decision Series, *Energy Education

This collection of data and graphics were prepared in response to a request from the White House Energy Policy and Planning Staff. The focus of this document is on those environmental issues which will, in the near and midterm future, prove important to the rapid development of domestic energy resources. This report emphasizes coal because of its prominence as an energy resource during this period. Other energy sources such as nuclear power, oil shale, oil, and gas are discussed to a lesser degree. Long term resources such as solar and geothermal resources are considered briefly, but references for further reading on these subjects are provided. The intent of the document is to communicate concepts rather than technical detail, thus data are approximate. (Author/RE)

ED 166 044 SE 026 559

Marcovitz, Alan B., Ed.
COED Transactions, Vol. X, No. 7 & 8, July/August 1978. Bridging Theory and Reality: Analog Simulation as an Aid to Heuristic Understanding.
American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Aug 78
Note-12p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Analog Computers, *Computer Programs, *Computers, Computer Science, Higher Education, Instructional Materials, *Mathematical Models, Science Education

A particularly difficult area for many engineering students is the approximate nature of the relation between models and physical systems. This is notably true when the models consist of differential equations. An approach applied to this problem has been to use analog computers to assist in portraying the output of a model as it is progressively refined. This approach is illustrated using the ballistics problem. A demonstration program is presented. (Author/BB)

ED 166 045 SE 026 560

Mitchell, Eugene E., Ed.
COED Transactions, Vol. X, No. 9, September 1978. Use of the Analog/Hybrid Computer in Boundary Layer and Convection Studies.
American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-Sep 78
Note-13p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)
Document Not Available from EDRS.
Descriptors-*Analog Computers, *Computer Oriented Programs, *Computers, Computer Science, *Engineering, *Engineering Education, Instructional Materials, Mathematical Models, Science Education

In certain boundary layer or natural convection work, where a similarity transformation is valid, the equations can be reduced to a set of nonlinear ordinary differential equations. They are therefore well-suited to a fast solution on an analog/hybrid computer. This paper illustrates such usage of the analog/hybrid computer by a set of applications of increasing complexity. The examples chosen are the growth of the boundary layer as expressed by the Blasius equation, the steady natural convection plume above a horizontal line heat source, and free convection from horizontal surfaces. The analog computer is effective in both educational and research contexts providing very rapid solutions to such problems. (Author/BB)

ED 166 046 SE 026 561

Mitchell, Eugene E., Ed.

COED Transactions, Vol. X, No. 10, October 1978. Simulation of a Sampled-Data System on a Hybrid Computer.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Oct 78

Note-18p.

Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Document Not Available from EDRS.

Descriptors-*Analog Computers, *Computers, *Computer Science, Digital Computers, *Engineering, Engineering Education, Instructional Materials, Models, Science Education, *Simulation, Systems Analysis

The simulation of a sampled-data system is described that uses a full parallel hybrid computer. The sampled data system simulated illustrates the proportional-integral-derivative (PID) discrete control of a continuous second-order process representing a stirred-tank. The stirred-tank is simulated using continuous analog components, while PID controller is simulated using discrete components that generate the sampling frequency and permit the recording or display of the system response. The simulation is totally inter-active enabling examination (in the repetitive operation mode) of the system response to changes of sampling frequency, controller gains and process-time constants. A software PID algorithm is also available to illustrate a form of direct digital control of the stirred-tank. The system simulation is sufficiently simple to introduce under-graduate students to some of the problems of sampled-data systems. (Author/BB)

Energy Conservation for Schools. 1978 Edition. Report Number 00654-78-09.

British Columbia Dept. of Education, Victoria.

Pub Date-78

Note-29p.; For related document, see ED 120 967; Red and yellow print will not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Building Design, *Building Operation, Electricity, *Energy, *Energy Conservation, *Fuel Consumption, Heating, Lighting, Nonprofessional Personnel, Records (Forms), *School Buildings, School Maintenance, Ventilation

This booklet tells how to set up an Energy Conservation Program in individual school districts. It discusses: (1) appointing an energy conservation manager; (2) keeping energy consumption records; and (3) assessing the energy saving potential of each school; and it outlines (4) some of the steps that can be taken to cut down energy waste. Estimates vary, but most schools in British Columbia could reasonably expect to make at least a 20% reduction in energy consumption simply by improving their operating procedures (tightening their heat and lighting time schedules, maintenance practices, etc.) and by making minor alterations to their equipment. Sample copies of the energy consumption record sheets for electrical, oil/gas, and total energy consumption are included. (Author/TM)

ED 166 048 SE 026 568

Lybeck, Leif

A Research Approach into Science Education at Goteborg. Paper Presented at the Joint ICMI/ICPE/CTS/UNESCO/IDM Conference (Institut fur Didaktik der Mathematik, Bielefeld, West Germany, September 17-23, 1978). Reports from the Institute of Education, University of Goteborg, No. 71.

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Pub Date-Oct 78

Note-27p.; For related documents, see SE 026 569-570; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Cognitive Development, *Concept Formation, Educational Research, *Mathematics Education, *Physics, *Ratios (Mathematics), Science Education, Secondary Education, Secondary School Science

This paper reports on research carried out in Sweden on concept formation as related to science education. Particular emphasis is given to the aquisition of the concepts of proportionality and density by tenth-grade students. Comparisons were made of the student's everyday thoughts about density and their ability to understand the Cartesian Diver demonstration. (BB)

ED 166 049 SE 026 569

Lybeck, Leif

Studies of Mathematics in Teaching of Science in Goteborg. Paper Presented at the Joint ICMI/ICPE/CTS/UNESCO/IDM Conference (Institut fur Didaktik der Mathematik, Bielefeld, West Germany, September 17-23, 1978). Reports from the Institute of Education, University of Goteborg, No. 72.

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Pub Date-Oct 78

Note-42p.; For related documents, see SE 026 568-570; Contains occasional light and broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Cognitive Development, Educational Research, Grade 10, *Mathematics Education, *Physics, *Ratios (Mathematics), Science Education, Secondary Education, *Secondary School Science

Identifiers-*Research Reports

This investigation looks at the difficulties tenth-grade students have with the concept of proportionality and the problems this causes in tenth-grade physics. Students were asked to solve various problems in the areas of volume measurement and weight, all relating to proportionality, and their approaches to the tasks were recorded. As a result, the students were categorized according to Piagetian terms. (BB)

ED 166 050 SE 026 570

Lybeck, Leif

Research in Science Education: Sweden 1976. Paper Presented at the Council of Europe Contact Workshop (Malente-Gremsmuhlen, Kiel, West Germany, October 27-29, 1976). Reports from the Institute of Education, University of Goteborg, No. 74.

Goteborg Univ., Molndal (Sweden). Inst. of Education.

Pub Date-Dec 78

Note-49p.; For related documents, see SE 026 568-569

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Annual Reports, *Educational Research, Experimental Programs, *Program Descriptions, *Research, Research Projects, Research Reviews (Publications), *Science Education

Identifiers-Research Reports, *Sweden

This is an annual report of science education research undertaken in Sweden in 1976. It includes reports on work done by government commissions and projects of national boards, a brief review of projects reported on in Swedish journals, and a report on recent trends in Swedish science education research and future plans. (BB)

Jacobs, Judith E., Ed.

Perspectives on Women and Mathematics.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-166p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Achievement, *Anxiety, Attitudes, Bibliographies, Conference Reports, *Educational Change, Elementary Secondary Education, Higher Education, Instruction, *Mathematics Education, Problem Solving, *Research Reviews (Publications), *Sex Differences, Sex Role, Sex Stereotypes, Womens Education

Identifiers-Information Analysis Products, *National Council of Teachers of Mathematics

The papers presented in the strand on ``Women and Mathematics'' at the 1978 Annual Meeting of the National Council of Teachers of Mathematics form the core of this monograph. Two commentaries synthesizing the

presentations and offering additional suggestions for action are also included. The papers consider sex-related differences in mathematics achievement, mathematics problems, affective components, mathematics anxiety, sexism in textbooks, mathophia, factors leading to success and the role of the mathematics education community and others in promoting change. A selected bibliography is also given. (MS)

ED 166 052 SE 026 574

Rose, Clare Menninger, Sally Ann

The Future of Women in Science and Engineering. Keynote Address at Women's Career Day in Computer Science at the University of Southern California, October 7, 1978.

Pub Date-78.

Note-9p.; Contains occasional light type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Career Education, Computer Science, *Computer Science Education, *Engineering Education, Females, Science Education, Scientific Manpower, Speeches, *Womens Education, *Working Women

Identifiers-Sexism

This keynote address was presented at Women's Career Day in Computer Sciences at the University of Southern California on October 7, 1978. It gives evidence for the increase in participation of women in science and engineering programs at colleges and universities, as well as the job market. Opportunities for women in the field of computer science are discussed. (BB)

Harmon, Lindsey R.

High School Ability Patterns: A Backward Look from the Doctorate. Scientific Manpower Report No. 6.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-20 Aug 65
Note-82p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Academic Achievement, *Doctoral Degrees, Educational Assessment, Educational Research, Grades (Scholastic), *Graduate Students, Graduate Study, *High School Graduates, Intelligence, Sciences, Student Evaluation, Surveys
Identifiers-*Research Reports

Questionnaires were sent to U.S. high schools soliciting information on former students who had earned doctorates. The questionnaire provided data on grades, rank in graduating class, and mental test scores. The grades were summarized into four grade-point averages (GPA's), one each for English and foreign languages, social studies, mathematics, and science. Data on the PhD's (and their classmates) were compared by sex, by type of school, by size of graduating class, and by region of the country. The PhD's were also compared by year of doctorate and by field of specialization. Some of the conclusions are as follows: despite the massive increase in doctorate production, there has been no measurable change in ability level of the PhD's; the doctorate-holders are, on the average, one and one-half standard deviations above the mean of the general population in measured ability. A random sample of the girls graduating in the same classes as the doctorate-holders scored slightly lower than their male counterparts on standardized tests, but achieved better grades, particularly in verbalistic subjects. (Author/BB)

ED 166 054 SE 026 576

Beard, J. Taylor And Others
Annual Collection and Storage of Solar Energy for the Heating of Buildings, Report No. 3. Semi-Annual Progress Report, August 1977 - January 1978.
Virginia Univ., Charlottesville. Dept. of Mechanical and Aerospace Engineering.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-ORO-5136-78/1
Pub Date-Jan 78
Contract-E-40-1-5136; EY-76-S-05-5136
Note-35p.; Not available in hard copy due to marginal legibility of original document
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, Virginia 22161 (microfiche $3.00, paper copy $4.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Analog Computers, *Building Systems, Digital Computers, *Energy, Environmental Research, *Heating, Models, *Solar Radiation, Technological Advancement
Identifiers-*Research Reports

This report is part of a series from the Department of Energy on the use of solar energy in heating buildings. Described here is a new system for year around collection and storage of solar energy. This system has been operated at the University of Virginia for over a year. Composed of an underground hot water storage system and solar collection, the system was tested. Thermal performance results are presented. Analog and digital computer models were used to study the effect of various design modifications on collection and storage performance. (Author/MR)

ED 166 055 SE 026 585

Sidey, D. And Others

Fracture Education in Engineering.

Pub Date-78

Note-22p.; Contains occasional light and broken type ; Paper Presented at the Canadian Conference on Engineering Education (Montreal, Canada, May 15-16, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Conference Reports, *Course Content, *Curriculum Design, *Engineering, *Engineering Education, Science Education, Teaching Techniques

Identifiers-*Fracture Mechanics

Fracture mechanics is a multidisciplinary topic which is being introduced to undergraduate engineering students in such courses as materials engineering. At a recent Conference on Fracture held at the University of Waterloo, a session was devoted to fracture education. Some of the ideas presented at that session are included and discussed here. The method of teaching fracture at Waterloo is then described. This method uses a cooperative system with alternate work and study terms over a five-year period. The paper concludes by focusing on methods of teaching and their relevance to mastery of the desired information and skills. (BB)

Marine Related Occupations: A Primer for High School Students. Insight 7.

Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.; Cornell Univ., Ithaca, N.Y. Sea Grant Advisory Service.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Report No.-NYSG-AS-77-01
Pub Date-77
Note-17p.
Available from-New York Sea Grant Advisory Service, Fernow Hall, Cornell University, Ithaca, New York 14853 (free)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Career Education, *Career Opportunities, *High School Students, Marine Biology, Marine Technicians, *Occupational Information, Ocean Engineering, *Oceanology, Science Careers
Identifiers-New York Sea Grant

This publication is divided into five parts. The first part provides the aims and objectives of the booklet. These include assisting high school students to discover the career opportunities in marine-related occupations and to prepare for some of the jobs listed in the booklet. Section two contains resource information: publications, organizations, and state resources. In section three, examples of scientific jobs available are described. These are divided into biological, chemical, geological, physical, environmental, and general. Professional Careers are listed in section four. These include careers requiring a college degree: Government Related, Environmental Affairs, Armed Services and Related Organizations, Consultation and Education, Engineering, Business and Industry, and General. Technical careers are treated in section five. Listed are Boat Building and Repair, Sales, Marine Construction and Maintenance, Commercial Fishing, Marine Recreation, and Maritime Operations. (MA)

ED 166 057 SE 026 594

Rowe, Mary Budd, Ed.

What Research Says to the Science Teacher. Volume 2.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Science Teachers Association, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-130p.; For Volume 1, see ED 148 628; Not available in hard copy due to copyright restrictions

Available from-National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14758; $4.00; Discounts on quantity orders)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Educational Research, Elementary School Science, Elementary Secondary Education, *Evaluation, *Field Trips, Grading, *Handicapped, Instruction, *Learning, Mathematics Education, Science Education, Secondary School Science

Identifiers-National Science Teachers Association

Contained in this volume are six papers, each focused on a different area of research in science education, in which the authors attempt to identify the implications of research findings for classroom practices. The areas discussed are grading and evaluation practices, interaction of science and mathematics at the elementary level, field experiences, research on learning, helping handicapped pupils learn science by doing, and the use of computers in science teaching. (PEB)

ED 166 058 SE 026 707

Stake, Robert E. And Others
Case Studies in Science Education, Volume I: The Case Reports.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Report No.-NSF-SE-78-74
Pub Date-Jan 78
Contract-NSF-C-7621134
Note-658p.; For related documents, see SE 026 360, SE 026 708, ED 152 565 and ED 153 875-880; Contains occasional light and broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00377-1; $7.25)
EDRS Price MF-$1.16 HC-$35.49 Plus Postage.
Descriptors-*Case Studies (Education), Curriculum, Educational Research, Elementary Secondary Education, Federal Legislation, Instruction, Instructional Materials, *Mathematics Education, *Science Education, *Social Studies, State Federal Aid, *Teaching Methods
Identifiers-*National Science Foundation

This document presents a collection of field observations, from 11 sites, submitted as a part of the final report of a project funded by the National Science Foundation to gather data about science, mathematics and social science education in American schools. Schools involved a variety of settings: rural-urban, racially diverse, socioeconomically different, and located throughout the United States. Field observers spend 4-15 weeks on site, gathering data. Biographical information on each field observer accompanies his/her case study. (PEB)

ED 166 059 SE 026 708

Stake, Robert E. And Others

Case Studies in Science Education, Volume II: Design, Overview and General Findings.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.-NSF-SE-78-74

Pub Date-Jan 78

Contract-NSF-C-7621134

Note-517p.; For related documents, see SE 026 360, SE 026 707, ED 152 565, and ED 153 875-880

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00376-3; $6.50)

EDRS Price MF-$1.00 HC-$27.45 Plus Postage.

Descriptors-*Case Studies (Education), *Curriculum, Educational Research, Elementary Secondary Education, Federal Legislation, Instruction, *Mathematics Education, *Science Education, *Social Studies, State Federal Aid, Teaching Methods

Identifiers-*National Science Foundation

This document presents the design, overview and general findings from the case study project funded by the National Science Foundation to gather data about science, mathematics and social science education in American schools. The case studies themselves, which constitute chapters 1 through 11 of this report, are contained in a separate volume. Chapters 12 through 19 are entitled: (1) The Various Aims of Science Education; (2) The K-12 Curriculum; (3) Pluralism and Uniformity; (4) Student Learning; (5) The Teacher in the Classroom; (6) The School and The Community; (7) Survey Findings and Corroborations; and (8) Knowing and Responding to the Needs of Science Education. (PEB)

ED 166 060 SE 026 709

Albert, Harold E., Ed.

Putting "Energy" in Your Course: 1978. A Collection of Energy Teaching Units Designed by the Participants of the Energy Institute for Secondary Science and Social Science Teachers.

Clemson Univ., S.C. Dept. of Political Science.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-78
Contract-DOE-EU-78-G-05-5801
Note-180p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Classroom Materials, *Energy, Energy Conservation, Environmental Education, *Instructional Materials, Science Activities, *Science Education, *Secondary Education, Social Sciences, *Teaching Guides

This collection of energy teaching units is the contribution of participants in a U.S. Department of Energy sponsored institute for secondary science and social studies teachers. The objectives of the Institute were to: (1) provide an overview of past, present, and future energy problems, and (2) stimulate teachers to use this information in their own courses. The units are for a broad range of disciplines and include topics such as: fossil fuels, energy conservation, nuclear power, economics of energy, coal mining, future trends, U.S. energy policy, electricity generation, and chemical aspects of energy production. Each unit includes objectives, daily activities and bibliography. (TM)

ED 166 061 SE 026 710

Kyle, William C., Jr. And Others
Science Laboratory Interaction Categories (SLIC): An Instrument to Observe and Analyze the Various Parameters of Activity-Centered and Vocational Education Classrooms. Technical Report 15.
Iowa Univ., Iowa City. Science Education Center.
Pub Date-Nov 78
Note-55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Classroom Observation Techniques, Educational Research, Evaluation Methods, *Laboratory Procedures, *Measurement Instruments, Science Education, *Student Behavior, *Teacher Behavior, Vocational Education
Identifiers-*Research Reports

An instrument is presented for recording and analyzing student and teacher behavior in laboratory or activity-centered vocational education classrooms. The instrument uses categories of behavior, such as: (1) asks extended thought questions, (2) shows or illustrates, and (3) management of lesson, for teachers; and categories such as: (1) asks questions, (2) reads lesson-related material, and (3) gets supplies or moves around the room, for student behavior. The categories are recorded using single-letter codes, along with codes to indicate to whom the behavior is being directed and the sex of the person to whom the behavior is being directed. This document describes the development and validation of the instrument, and gives descriptions of and rules for use of the categories. (BB)

ED 166 062 SE 026 717

Principles and Procedures for Evaluating the Toxicity of Household Substances. Revised.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Life Sciences.
Spons Agency-Consumer Product Safety Commission, Washington, D.C.; Naval Research Lab., Washington, D.C.
Pub Date-77
Contract-CPSC-C-75-0018; N-00014-75-C-0718
Note-139p.; Not available in hard copy due to copyright restrictions
Available from-Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (Order No. ISBN-0-309-02644-X; $7.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Biochemistry, *Chemistry, *Laboratory Techniques, *Pathology, *Physiology, Pollution, Postsecondary Education, Science Education, Technical Reports
Identifiers-*Toxicology

This report was prepared for use by the professional toxicologist. It contains chapters on ingestion exposure, dermal and dye toxicity tests, inhalation exposure, chronic toxicity and carcinogenicity tests, mutagenicity tests, reproduction and teratogenicity tests, and behavioral toxicity tests. In addition, regulations under the Federal Hazardous Substances Act are discussed. Information is also given on animal husbandry, and lists are presented of tests for monitoring toxic effects, organs used to obtain relative organ weights, and tissues used for histopathology. (BB)

ED 166 063 SE 026 718

Laboratory Animal Management: Wild Birds.

National Academy of Sciences - National Research Council, Washington, D.C. Inst. of Lab. Animal Resources.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.

Pub Date-77

Contract-N-01-CM-53850

Note-122p.; Not available in hard copy due to copyright restrictions

Available from-Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (Order No. ISBN-0-309-02621-0; $7.75)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Animal Facilities, Animal Science, *Biology, *Laboratory Manuals, Laboratory Techniques, Postsecondary Education, Research, Science Education, Scientific Research, *Wildlife Management, *Zoology

Identifiers-*Birds

This is a report on the care and use of wild birds in captivity as research animals. Chapters are presented on procurement and identification, housing, nutrition, health of birds and personnel, reproduction in confinement, and surgical procedures. Also included are addresses of federal, state, and provencial regulatory agencies concerned with wild birds, addresses of U.S. zoos, information on diets formulated for birds, references for some methods used to capture birds live, and references for some anesthetics that have been used with birds. (BB)

ED 166 064 SE 026 719

Farago, P. J., Ed. And Others

Chemical Education in Europe.

Pub Date-76

Note-380p.

Available from-The Chemical Society, Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN, England ($7.75)

Document Not Available from EDRS.

Descriptors-*Chemistry, Chemistry Teachers, Curriculum Development, Educational Policy, Educational Status Comparison, *Higher Education, Instructional Materials, International Education, *Science Education, *Secondary Education, *Secondary School Science, Surveys, *Teacher Education

This book is a result of a project sponsored by the Working Party on Chemical Education of the Federation of European Chemical Societies, UNESCO, the Chemical Society and the Royal Society, London, England. The purposes of this publication are to: (1) inform chemists of the level and significance of the various chemical qualifications in Europe; (2) contribute to understanding between the various national educational systems; and (3) stimulate innovations in the teaching of chemistry by exchanging ideas and comparing practices. It covers all European countries except those that do not have developed systems of higher education. Both secondary and university levels as well as the training of chemistry teachers are covered. The book is divided into two parts. The first consists of a series of impressions of various aspects of chemical education by well-known chemical educators from various parts of Europe. Part two is a factual account of the various educational systems with details of the titles and abbreviations of qualifications, teaching assessment methods, higher education and teacher training. (Authors/HM)

ED 166 065 SE 026 721

Chatham, George N.

Haruspicating With Science Fiction Or Through the Looking Glass Dimly.

Library of Congress; Washington, D.C. Congressional Research Service.

Pub Date-31 Mar 78

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Fantasy, *Futures (of Society), Literary Analysis, Literary Genres, Literature, *Prediction, *Science Fiction, Scientific Concepts

This paper examines the use of science fiction to predict the future. First, science fiction is compared to other fiction literature forms; then the changes in science fiction over the last 20 years are discussed. The influence of recent scientific advances on science fiction is also presented. The generation of alternative scenarios of the future is considered the most valuable function of science fiction as a predictor. (MA)

ED 166 066 SE 026 727

Brickell, Henry M.
Final Report of the 1977 National Dissemination Forum.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-75p.; Not available in hard copy due to copyright restrictions
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Education, Educational Research, *Evaluation, Information Centers, *Information Dissemination, *Information Needs, *Information Networks, Information Processing, Information Retrieval, Information Services, *Information Systems, Information Utilization, Quality Control
Identifiers-Department of Health Education and Welfare, National Institute of Education, Office of Education

Presented is an analysis of nine agreements focused on three areas of common concern to dissemination specialists involved in the 1977 National Dissemination Forum: resources, linkage, research, evaluation and quality control. FORUM participants represented the Education Resources Information Center (ERIC of the National Institute of Education (NIE), the National Diffusion Network (NDN) of the U.S. Office of Education, the Research and Development Exchange (RDX) of NIE, the Research and Development Utilization Program (RDU) of NIE, and the State Education Agencies-National Dissemination Leadership Project (SEA/NDLP) of NIE. An appendix to the document contains the report of the Resources group.

ED 166 067 SE 026 730

Rinehart, Milton, Comp. And Others

Energy Education: A Bibliography of Abstracts from ``Resources in Education (RIE)'' from 1966-1978.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-159p.; Not available in hard copy due to marginal legibility of original document

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Curriculum Guides, *Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, *Higher Education, Instructional Materials, Reference Materials, School Buildings, Science Education, Social Sciences

Identifiers-*Energy Education, Information Analysis Products

This is a compilation of abstracts from ``Resources in Education'' for publications relating to energy education. The publications announced relate to energy education by being: (1) instructional materials such as teaching activity guides; (2) teacher resource guides; (3) information sources on energy resources; or (4) school building conservation materials. Information given for each entry includes: (1) ERIC and clearinghouse accession numbers; (2) title; (3) author; (4) descriptors; (5) EDRS price; (6) abstract; and (7) institution or sponsoring agency name. The abstracts are descriptive paragraphs which indicate the contents of each publication. Over 500 publications are included in this bibliography. Subject, author, and institutional author indices are included to aid the user in locating a particular publication in this bibliography. (MP)

ED 166 068 SO 011 069

People Liberation: One Semester Course for Social Studies or Family and Consumer Studies.

San Juan Unified School District, Carmichael, Calif.
Pub Date-74
Note-45p.; Not availabie in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Body Image, Comparative Analysis, Consumer Education, Course Objectives, *Curriculum Development, Curriculum Guides, Educational Resources, Evaluation Methods, Family Life Education, Females, Higher Education, Learning Activities, Males, Secondary Education, Self Actualization, *Self Concept, Sex Differences, *Sex Role, Sex Stereotypes, *Social Problems, Social Studies, Teaching Methods, Womens Studies

An outline is presented for a one-semester course in people liberation'' which can be incorporated into social studies, consumer education, family education, or womens studies programs. Designed for senior high school, the course explores masculine and feminine roles in contemporary American society and helps students understand themselves as members of society. Unit topics include self-concept; role clarification; awareness of the physiological differences between the sexes and social attitudes regarding sexual behavior; social and political roles of women in past and present American society; changing opportunities for women in work and marriage; economic problems of women; and analysis of students' own life styles, aspirations, and career interests. For each unit the outline indicates the rationale and overall goal. The outline also elaborates, for each of the 82 days, specific objectives, teaching strategies, resources, and evaluation techniques. For example, in the unit on women's political role in American society, the objective is for students to apply the definition of political behavior to particular women in American history. The teaching strategy emphasizes individual research reports using resources in the school library. Evaluation is done through written papers in which students describe a famous American woman's accomplishments and examine factors which influenced her development. (AV)

Bjerstedt, Ake, Ed. Gustafsson, Evy, Ed.
Towards Intergroup and Global Solidarity Via Teacher Training. Teacher Training as a Vehicle in Fostering Intercultural Awareness, Intergroup Understanding, and Global Solidarity: A Collection of Abstracts. No. 60.
School of Education, Malmo (Sweden).
Pub Date-Jun 78
Note-112p.; Abstracts compiled within the Malmo Project on Equality Attitudes
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Abstracts, American Indians, *Annotated Bibliographies, Bilingual Education, Blacks, Course Descriptions, Cross Cultural Studies, *Cultural Awareness, Cultural Background, Cultural Differences, Cultural Enrichment, Cultural Exchange, Cultural Interrelationships, Cultural Pluralism, Elementary Secondary Education, Ethnic Studies, Global Approach, Higher Education, *Inservice Teacher Education, *Intergroup Relations, Mexican Americans, *Multicultural Education, *Preservice Education, Racial Integration, Self Concept, Self Esteem, Social Studies, Teacher Education

This annotated bibliography identifies over 100 resources available through the ERIC system. It focuses on the improvement of inservice or preservice teacher training for the purpose of fostering intercultural awareness, intergroup understanding, and global solidarity. Topics listed include international understanding via student teaching abroad, developing creative materials for teaching the culturally different child, evaluation of curriculum materials, and reviews of literature related to segregation and racism. Some descriptions of training institutes for teachers and school administrators are also included. Entries for the bibliography were located in the ERIC system from 1966-1976. Information is included on author, title, institutional source, publication date, number of pages, ERIC accession number, and availability from the ERIC Document Reproduction Service. A 200-word abstract and ERIC descriptors are included. (KC)

ED 166 070 SO 011 179

Hall, Susan J.
Africa in U.S. Schools, K-12: A Survey.
African-American Inst., New York, N.Y.
Pub Date-78
Note-30p.; Best copy available
Available from-African-American Institute, 833 United Nations Plaza, New York, New York 10017 ($4.00, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-African Culture, African History, *Area Studies, Cognitive Measurement, Cognitive Objectives, Cross Cultural Studies, *Cultural Awareness, Data Analysis, Developing Nations, *Educational Assessment, Educational Needs, *Educational Practice, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, *Global Approach, Surveys, Teacher Qualifications, Textbook Evaluation
Identifiers-*Africa

The document presents findings from a study of K-12 educational programs dealing with Africa and Africans. Data were based on a survey of educators, librarians, students, and curriculum materials in California, Michigan, New Jersey, New York, North Carolina, and Wisconsin. Objectives of the study were to assess why interest in African studies was declining and to determine how the African American Institute could help educators improve African studies programs. Survey results showed that African studies is almost always presented in social studies courses, required at the pre-college level in New York and North Carolina, often taught by teachers with no preparation in African studies, viewed by many educators as irrelevant to Americans, and taught with the aid of low quality textbooks. Recommendations to improve teaching about Africa emphasize the need for educators to internationalize the curriculum, learn about international affairs at in-service workshops, and use only materials which adequately treat developing nations. Conclusions are that African studies will find a more meaningful place in the curriculum if better materials are available and if teacher education in international studies is expanded. (DB)

ED 166 071 SO 011 193

Saxe, Adele R.

The Young Look at the Old: Curriculum Building in the Area of Aging. A Manual to Assist in the Development of Courses on Teaching about Aging.

San Jose State Univ., Calif. School of Applied Science and Arts.

Pub Date-77

Note-77p.; Appendix B has been removed due to internal copyright

Available from-Gerontology Education and Training Center, School of Applied Science & Arts, San Jose State University, San Jose, California 95192 ($3.00, paper cover)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Adult Development, Affective Objectives, Bibliographies, Cognitive Objectives, Course Content, *Curriculum Development, Curriculum Guides, *Educational Gerontology, Elementary Secondary Education, Experiential Learning, Fine Arts, Geriatrics, Inservice Education, *Interdisciplinary Approach, *Interpersonal Relationship, Language Arts, Learning Activities, Lesson Plans, *Older Adults, Physical Education, Resource Materials, Social Studies, Teacher Education, Teaching Techniques

This manual is designed to aid elementary and secondary teachers in creating programs to teach about aging. Goals of this program are to (1) provide young people with a better understanding of the aging process, (2) provide a perspective of the meaning of education in one's own life, (3) establish cross-generational understanding and cooperation, and (4) provide materials on aging that will enrich the regular curriculum. Teaching approaches are cross-generational, cross-cultural, and interdisciplinary in nature, and can fit into subject areas such as art, music, literature, sociology, psychology, physical education, and economics. Separate sections in the manual discuss rationale, course content, teacher training, curriculum development, and course plans. Suggestions for funding, staffing, and providing texts and materials for inservice training are offered. Learning activities for students include writing biographies of local people 65 years or older, role playing elderly people, compiling booklets which depict old people favorably, and using popular songs which depict aging. Sample teaching units for grades four through 12, evaluation methods, and reference materials are provided in appendices. (KC)

ED 166 072 SO 011 241

Mediating Social Conflict: A Ford Foundation Report.

Ford Foundation, New York, N.Y.
Pub Date-Oct 78
Note-33p.; Photographs throughout document may not reproduce clearly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Activism, Adult Education, Attitudes, Case Studies, Community Problems, *Conflict, *Conflict Resolution, *Decision Making, Educational Programs, Interpersonal Relationship, *Problem Solving, *Productive Thinking, Professional Training, Program Descriptions, Skill Development, *Social Problems, Success Factors

Third-party intervention is increasingly recognized as an effective means of settling social, institutional, community, and interpersonal disputes. Traditionally, mediation efforts have been directed toward conflicts involving labor/management relations. Since the 1960s, however, mediation efforts have also been applied to situations involving social disputes, environmental disputes, racial protests, and criminal and civil offense cases. Examples of mediation efforts which have been assisted since 1968 by the Ford Foundation include a racial/public disorder early warning system in Florida; housing disputes in New York, San Francisco, and Cleveland; demands of Puerto Rican activists for a day care center; Indian occupation of parkland in upstate New York; school desegregation in Boston; confrontations at various colleges and universities; and a struggle between black and Puerto Rican communities in New York for control of an antipoverty program. Programs to train people in conflict resolution techniques are sponsored by numerous groups including the American Arbitration Association, the Justice Resource Institute, and better business bureaus. (DB)

ED 166 073 SO 011 260

Pemberton, S. Macpherson

The Rise and Influence of the American Academy, 1750-1800.

Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 78

Note-28p.; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Access to Education, Colonial History (United States), Curriculum, Educational Change, *Educational Development, *Educational History, *Educational Philosophy, Educational Practice, Higher Education, *Political Influences, Secondary Education, Social Class, *Socioeconomic Influences, United States History

This paper traces the development and contributions of the American academy, a type of school designed to serve the needs of the middle class by including subjects other than college preparation. The three types of 17th century American schools which existed prior to the academy are described: the petty or dame school, the writing school, and the Latin grammar school for the wealthy. The decline of the Latin school in the 18th century was a result of diminishing influence by European traditions and customs and an increasing democratic consciousness. Benjamin Franklin founded the academy system in 1749; it was comprised of three schools, Latin, English, and mathematical, with emphases on the practical applications of science, agriculture, commerce, and industry. By 1800 many academies had been instituted and the movement spread to the West Indies as a result of missionary and educational efforts. The academy system influenced the scope of courses offered in the universities and encouraged the education of girls. Some of its graduates became the best-educated teachers hired by elementary schools. Finally, the academy clearly marked a transition from the aristocratic Latin grammar school to the more democratic high school. (KC)

ED 166 074 SO 011 263

Putting Social Indicators to Work: An Annotated Bibliography.
California State Office of Planning and Research, Sacramento.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Apr 77
Note-74p.; Certain pages may not reproduce clearly due to fading ink throughout original document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Annotated Bibliographies, Living Standards, *Regional Characteristics, Social Characteristics, *Social Indicators, Social Science Research, Tables (Data), Trend Analysis

This bibliography identifies 134 resources about the use of social indicators in national, state, county, and city profiles. Most of the reports describe projects which (1) used a profile approach (presented a comprehensive view of an area by drawing together information on housing, crime, education, income, and employment), (2) had a policy focus (were concerned with needs and conditions rather than with numbers of people served by various programs), or (3) used social and economic indicators in a broadly defined sense (limited data to key items of information which are indicative of conditions in an area). The first two sections present citations of projects undertaken at national and state levels. Sections three and four present citations of local projects within California and in other states. Section five identifies organizations involved in research on the application of social indicators. An index gives charts showing the following characteristics of the reports in the bibliography: level of aggregation of the data, time period covered, type of analysis, type of data used, and type of data display. (Author/AV)

ED 166 075 SO 011 265

Wagschal, Harry

Values Education and the Emergence of a ``New Pedagogy'' in the Humanities and Social Sciences.

Pub Date-Oct 78
Note-43p.; Paper presented at the World Future Society Meeting (Houston, Texas, October 20-22, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Beliefs, Educational Change, Educational Philosophy, Educational Practice, Educational Problems, *Educational Psychology, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Humanities, Interdisciplinary Approach, Literature Reviews, Personal Values, Self Concept, Social Change, *Social Sciences, Sociocultural Patterns, Student Motivation, Teaching Methods, Theories, *Values

Humanities and social science education are increasingly influenced by controversy over different conceptions of scientific thinking. The basic conflict is between those who view science as being objectively based and those who see scientific work as being based upon personal and societal variants such as values, feelings, and needs. The debate between value-free and value-laden research has been particularly strong in fields of social science, the humanities, and education. A growing body of writers is demanding that the educational system concern itself with social and economic problems. For example, Willis Harman suggests in his book, ``Alternative Futures and Educational Policies,'' that educational policy must be totally reevaluated. Victor Ferkiss suggests in ``The Future of Technological Civilization'' that a new type of ecological humanism is necessary for human survival. Several theories which have been developed to help educators transmit values emphasize morale building and leadership skills, belief in the relativity of values, individualism, and the conviction that values are formed by interaction of an individual with the environment. Several moral reasoning approaches based on these theories are widely used in schools, including values clarification, Kohlberg's theory of moral development, the Allen Environmental-Moral Reasoning Model, and the Coombs-Meux Moral Reasoning Model. The conclusion is that educational pedagogy will become increasingly value-based in the future. It is recommended, consequently, that educators use values education to help students choose between positive values and useless cultural traditions which impede development. (DB)

ED 166 076 SO 011 322

Wirsing, Marie E.

A Sense of Courage.

Pub Date-6 Oct 78

Note-27p.; Paper presented at South Atlantic Philosophy of Education Society Conference (Columbia, South Carolina, October 6, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Authoritarianism, Behavioral Sciences, Behavior Theories, Civil Liberties, Conflict, Conventional Instruction, Dissent, *Divergent Thinking, Dogmatism, Educational Accountability, *Educational Attitudes, *Educational Philosophy, Educational Policy, Educational Practice, Educational Problems, *Educational Theories, Elementary Secondary Education, Higher Education, Humanistic Education, Humanization, Intellectual History, Learning Theories, Performance Based Education, Performance Based Teacher Education, Policy Formation, Programed Instruction, Social Studies, Student Responsibility, *Teacher Responsibility, Trend Analysis

The history of the United States is one of the contradictory traditions of human rights and intolerance. Although human rights, diversity, and dissidence are inherent concepts in our constitution and in the Supreme Court system, this tendency has been invariably accompanied by intolerant uses of power. The Salem witchcraft trials, the Alien and Sedition Acts, 19th century immigration laws, and the 20th century McCarthy era are the more obvious expressions of intellectual and cultural intolerance. Present manifestations of this tradition in the realm of education are more subtle. Current attitudes in areas of educational accountability, research, policy making, and instruction give priority to empirical research, knowledge objectification, and deterministic theories of human behavior. In one school district which has contracted with a highly structured and sequenced educational program, teachers are required to sign a three-year contract pledging loyalty to the program; if they do not, they are subject to transfer. These intolerant trends prompt the author to conclude that educational philosophers must exemplify the courage of intellectual inquiry, develop a sense of ethical responsibility within students, and draw attention to the ideological ramifications behind policy decisions. (KC)

ED 166 077 SO 011 337

Haim, Gabriel

Styles of Research and Scientific Self-Images of Researchers in Four Socio-Behavioral Fields.

Pub Date-Nov 78
Note-21p.; Paper presented at Society for Social Studies of Science, Symposia: Social-Psychological Perspectives on Research Style and Career Development (3rd, Bloomington, Indiana, November 3-5, 1978); Appendices may not reproduce clearly due to small print
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavioral Science Research, *Comparative Analysis, *Competition, Educational Research, Higher Education, Political Science, Psychology, *Researchers, *Research Methodology, Scientific Attitudes, *Self Concept, Social Science Research, Sociology, Theories

This study explored competition and styles of research in the fields of education, political science, sociology, and psychology. The paper is based on a theory which considers science as a competitive activity. Basic, non-applied, experimental, and ``high qualitative'' research styles are considered more advantageous to competition because (1) they enable researchers to work simultaneously in the same area without fear of duplication, (2) they provide a more easily inspected criterion of accomplishment, (3) they create conditions promoting specialization, and (4) basic research is free from practical demands. Researchers favoring this style are more likely to describe themselves as ``scholars'' and ``scientists.'' Researchers favoring the disadvantageous styles of non-basic, applied, theoretical, ``soft'' research tend to describe themselves as ``teachers.'' Researchers who combine both styles tend to describe themselves either as ``professionals'' or ``intellectuals.'' A conclusion is that differentiation among researchers based on advantages in competition of their styles of research is paralleled by a differentiation among scientific self-images. (Author/KC)

ED 166 078 SO 011 344

The Search for a Value Consensus. Working Papers.
Rockefeller Foundation, New York, N.Y.
Pub Date-Sep 78
Note-100p.; Papers presented at the Rockefeller Foundation Conference (New York, New York, March 28-29, 1978)
Available from-Publication Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036 (free)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*American Culture, *Beliefs, Changing Attitudes, College Role, Egocentrism, Ethics, Futures (of Society), Higher Education, Individualism, Moral Development, Moral Issues, Personal Values, Popular Culture, Social Influences, *Social Problems, Social Sciences, *Social Values, Television Viewing, *Trend Analysis

These papers by four social scientists were prepared for a conference to analyze the current absence of a value consensus in American life and to examine grounds for a consensus. Further, the contribution of education and the media to the shaping and dissemination of values is explored. Kenneth Boulding contends that underlying moral diversity is a ``constitutional consensus,'' or agreement about the legitimacy of processes by which differing values are coordinated. A greater tolerance of diversity develops as the constitutional consensus becomes more secure. Robert N. Bellah suggests that the dominance of ``liberal individualism'' accounts for the current loss of moral consensus. Marvin Bressler examines the role of the university and notes that the components of scholarly investigation (integrity, open-mindedness, humility, communalism, accountability) may aid in defining the moral functions of undergraduate education. William Miller points out the all-pervasiveness of television, which is not morally neutral, but rather an ``enormously powerful phenomenon. . . about which society needs to make conscious social decisions.'' He emphasizes that the primary purpose of television is to deliver people to advertisers and that content is a secondary consideration. Miller concludes, however, that television justifies itself in its coverage of public events. A summary of discussions following the speeches is included. (KC)

ED 166 079 SO 011 352

Analysis and Training of Processes and Component Skills in the Arts.
Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-NE-G-00-3-0169
Note-73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Abstract Reasoning, Aesthetic Education, *Art Expression, Childrens Art, Composition (Literary), Creative Ability, Creative Development, Creative Thinking, *Creativity Research, *Critical Thinking, Developmental Stages, Early Childhood Education, Elementary Secondary Education, *Literature Reviews, Media Research, Poetry, Poets, Postsecondary Education, Productive Thinking, *Skill Development, *Symbolic Learning, Television Research

This report reviews major theoretical and empirical studies concerning the process of creativity and the skills involved in creating art. Part I describes process studies with adult subjects engaged in activities such as poetry writing, editing, and critiquing a poem. Ten amateur and ten professional poets were subjects. These studies analyzed the poets' thought process; writing process; characteristics of critical appraisal; and personal backgrounds, attitudes, and practices. Competence, sources of critical disagreement, difficulties in critical judgment, and errors in reasoning are also examined. Part II, Studies of Central Components in the Arts, comprises four sections which examine the way in which major symbol-using capacities develop in children aged 12 months to 19 years. The first, most extensive, section reviews studies on the development of skills deemed central to the arts, such as metaphoric competency, style sensitivity, and the emergence of critical skills. The second section reports studies of breakdowns of symbolic competence under certain conditions of brain damage. The third section focuses on the full range of symbolic systems rather than just those in the arts, and is concerned with the nature of symbolic media such as television. The last section, which is directed at the educational community, presents conclusions from a number of more general inquiries on aesthetic development and education. (KC)

ED 166 080 SO 011 353

Eaton, William W.; Rahav, Michael

Quantifying Ethnic Rank and Ethnic Inequality. Working Papers in Migration and Ethnicity.

McGill Univ., Montreal (Quebec). Dept. of Sociology.
Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date- 78
Grant-MH-25917
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Comparative Analysis, *Ethnic Distribution, *Ethnic Groups, *Ethnic Status, Literature Reviews, *Measurement Techniques, Power Structure, Social Relations, Social Science Research, *Social Studies, Socioeconomic Status

This paper argues that ethnic status is a source of inequality conceptually independent from social class status. Many parallels exist between the development of measures and concepts for social class inequality and for ethnic inequality. Three measures of ethnic rank described in this paper correspond to dimensions of power, prestige, and wealth which have been used previously in measuring social inequality. By using three measures of ethnic rank, it is possible to compare the situation of identical ethnic groups in different countries and to compare different societies in relation to the amount of ethnic inequality within them. (1) Demographic characteristics of ethnic groups can be added to the measurement of ethnic social standing which is directly analagous to occupational prestige. These predictors estimate the social standings of ethnic groups within a particular country. (2) A power dimension can measure whether various ethnic groups are represented in institutions to the same degree that they are represented in the population served by that institution. (3) Payoff'' tables can measure the extent to which members of different ethnic groups are rewarded, either by income or occupational prestige, for equivalent performance. Finally, the amount of inequality within a society may be measured by applying an index of income inequality using the total income of each individual ethnic group. Using these measures, the authors calculate and compare social class inequality and ethnic inequality in Israel and Quebec. (KC)

ED 166 081 SO 011 389

Laws, Judith Long

Feminism and Patriarchy: Competing Ways of Doing Social Science.

Pub Date-78
Note-15p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cultural Context, Data Analysis, Data Collection, *Feminism, Information Needs, Knowledge Level, Literature Reviews, Relationship, Researchers, *Research Methodology, *Research Needs, Research Problems, *Sex Stereotypes, Socialization, Social Psychology, *Social Science Research, Sociocultural Patterns, Sociology

A social scientist's perception of subject matter is similar to an individual's perception of reality in that both are set within a cultural context composed of factors such as common sense and scientific fact. Variations in ways of thinking have particular ramifications for feminist scholarship. For example, understanding the importance of irrationality in the conduct of science and social science can increase concern with consciousness as a factor in social research and can encourage comparison between competing social science paradigms. To counteract the prevalence of theories which create models for man which in turn generate and verify knowledge about man and male society, women researchers are attempting to reverse the male-is-normal thesis. Feminist scholarship has evolved from an initial stage of imitation of male scholarship through a stage of protest and has arrived at a stage of exploring the feminist experience through innovative methodologies. The conclusion is that thorough analysis of the consequences of gender class membership and its effects by feminist scholars may well result in a more universal and more integrated social science. (DB)

ED 166 082 SO 011 404

Sachsenmeier, Peter

African-German Cooperation in Educational Research and Planning.

German Foundation for International Development, Bonn (West Germany).

Pub Date-78

Note-72p.; Charts on pages 37, 54 may not reproduce clearly in hard copy due to small type size of original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Bibliographies, Case Studies, *Comparative Education, Conference Reports, Cooperation, *Cooperative Planning, *Cross Cultural Studies, Curriculum Development, Developed Nations, Developing Nations, Educational Needs, Educational Philosophy, *Educational Planning, Educational Practice, Educational Problems, *Educational Research, Elementary Secondary Education, *Foreign Countries, International Relations, Projects

Identifiers-Africa, Germany

The report presents background information and proceedings from a conference held in Bonn, Germany, in September 1977 to encourage exchange of ideas between African and German educators and government officials. Specifically, the conference served to document the increasing interest of German educators to interact with educators from the third world, to afford insight into German educational aid programs, and to suggest possibilities for cooperative research activities. The proceedings are presented in five sections. Section I explains objectives of the conference. Section II provides an overview of the meeting, identifies major problems of educational aid and joint research, summarizes discussions of plenary and joint sessions, and identifies positive results of the conference. Section III presents a paper in which Dietrich Goldschmidt of the Max Planck Institute for Educational Research in Berlin outlined prerequisites for cooperation in cross-national educational research and planning. Section IV presents a design for a correspondence course in curriculum development. The document concludes with appendices which present a conference program outline, list of conference participants, and a bibliography. (DB)

ED 166 083 SO 011 434

Hantula, James

The Myth of Time.

Pub Date-Nov 78
Note-14p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Concept Formation, Concept Teaching, Creativity, Current Events, Educational Methods, Educational Practice, *Fundamental Concepts, Relativity, Scientific Concepts, Secondary Education, *Social Studies, Teaching Procedures, Thought Processes, *Time

This paper offers a variety of approaches to teaching the concept of time. Many social studies courses traditionally emphasize time as measured by clocks and as useful for recording when events occur in relation to each other. In addition to this approach, the author suggests that students should reflect upon four other modes of time. These are concepts of time as present, as past, as perspective, and as simultaneity and succession. A number of techniques can be used to illustrate these modes. Present, or short-term time, can be understood by focusing on specific activities of the moment. Comparisons of various reports of the same current event may be made. Although calendars, diaries, and time lines usually illustrate long-term time, biological interpretations of past time can be more personal. Students may chart their own or some other person's biorhythm, which is the innate cycle of physical, emotional, and cognitive rhythms. To direct thinking toward the problem of time as perspective, case studies of cultural concepts of time and creation are effective. Time as simultaneity and succession is imaginative time; it is the time in which events occur at the same time. Life studies, interviewing people about their concept of time, and examining allusions to time in literature provide understanding of imaginative time. Such transformations of student understanding result in the knowledge that time is a subjective concept and that individuals are the true source of time concepts. (KC)

ED 166 084 SO 011 443

Chance, Jerry M.

Reflections on Developing Democratic Citizens.

Pub Date- 79
Note-18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Objectives, *Beliefs, Changing Attitudes, *Citizenship, Citizenship Responsibility, Civic Belief, Cognitive Objectives, Cultural Awareness, *Democratic Values, *Educational Needs, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Futures (of Society), Government Role, Higher Education, Literature Reviews, Political Issues, *Social Change, Social Influences, Social Responsibility, Social Studies

Social change in the United States has prompted frequent observations that civic values, attitudes, and conduct are in a state of disrepair. One of the most often mentioned solutions to this problem is a resurgence of informed civic responsibility. A responsible citizen of a democratic society is interpreted as one who believes in the worth of the individual, the principle of freedom, and government by elected representatives. Behaviors of a responsible citizen include voluntary restraint of self interest when it conflicts with the common interest, resisting perversions of political power, working for elevation of qualified people to public office, and supporting passage of just and fair laws and policies. Several educational approaches can be taken to promote the development of citizens imbued with knowledge and commitment to democratic values. These approaches include discussing openly totalitarian regimes without denigrating the peoples or cultural achievements of any nation, practicing democratic values in schools, accepting the inherent limitations and failures of democratic institutions, stimulating interest in political philosophy, and studying life stories of individuals who exemplify the authentic spirit of democracy. (DB)

ED 166 085 SO 011 444

Hepburn, Mary A.

Civic Education: Minding Our Goals and Objectives.

Pub Date-20 Oct 78
Note-8p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavioral Objectives, Citizen Participation, *Citizenship, Citizenship Responsibility, Democratic Values, Educational Objectives, *Educational Trends, Elementary Secondary Education, *Performance Based Education, Political Attitudes, Political Socialization, School Environment, *Skill Development, Social Attitudes, Socialization, Social Studies

The late 1970s can be characterized as an era of practical concerns in civic education. There is a trend toward useful applied learning which can be evaluated by the actions or skills it produces. Current civic education programs are similar to curriculum reform efforts of the 1930s in that they are committed to educating citizens to function effectively in the political world. However, today's projects have specific civic performance outcomes, such as registering vote, serving on a jury, obtaining a driver's license, and circulating a petition. Such practical skills are useful, but they alone do not assure effective democratic citizenship. Practical skills must be related to an understanding of democratic philosophy and political and social knowledge. Unfortunately, the current emphasis on action is evident even in the way that intellectual goals are defined. Civic knowledge in its current mode of practicality must be quantitatively assessable by school administrators, state department evaluators, and local and state taxpayers. The author recommends that the learning of intellectual and participatory skills should be generated from the school environment. By studying the structure of authority within the school and the social-political milieu of school clubs and classes, students can gain an understanding of political relationships and develop a sense of public interest. (Author/AV)

Braham, Randolph L.
The Educational System of Romania. Education around the World.
Office of Education (DHEW), Washington, D.C.
Report No.-DHEW-OE-78-19135
Pub Date-78
Note-23p.; Map on page 2 may not reproduce clearly due to small print type in original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.10, paper cover)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Academic Achievement, Adult Education, Communism, *Comparative Education, Curriculum, *Educational Administration, Educational Change, Educational Objectives, *Educational Practice, Elementary Secondary Education, Enrollment, Foreign Countries, Higher Education, Minority Role, Special Education, Teacher Education, Vocational Education
Identifiers-*Romania

An overview of the educational system of Romania is presented in this pamphlet. The system consists of preschool education in kindergartens; ten years of compulsory general education divided into three cycles (primary, gymnasium, and lyceum or vocational education); one to two years of post secondary specialized education; and higher education in universities, institutes, academies, and conservatories. A number of specialized institutions also provide instruction for adults, art students, the handicapped, and Party cadres. Tuition is free at all levels. Romanian is the language of instruction throughout the country, although the Constitution also provides for education in the languages of national minorities. Student achievement is evaluated on the basis of classroom performance, oral and written examinations, and general behavior. Educational policies are formulated by the central executive organs of the Communist Party and are implemented primarily by state and other governmental organizations. The Ministry of Education normally formulates rules and regulations underlying the educational process for all levels and types of education. Recent developments include an emphasis on adaptation to technological changes through better trained professional manpower in engineering, chemistry, economics, and other fields. (Author/AV)

ED 166 087 SO 011 456

Benne, Kenneth D. Birnbaum, Max

Teaching and Learning about Science and Social Policy.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SSEC-233
Pub Date-78
Note-130p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Citizen Participation, Curriculum Development, Educational Objectives, Futures (of Society), *Policy Formation, Political Issues, Public Policy, Quality of Life, *Relationship, *Scientific Enterprise, Secondary Education, *Social Change, Social Problems, *Social Studies, Social Studies Units, Teaching Guides, Teaching Methods, *Technological Advancement, Units of Study, Values

Identifiers-Information Analysis Products

This monograph explores aspects of science and technology in contemporary society and suggests methods for teaching about social policy issues which have resulted from scientific and technological developments. Section one offers an argument for teaching about science and social policy; surveys the sociology, politics, and history of contemporary science and technology; and identifies methodological problems in teaching about science and social policy. Included is a discussion of six general learning objectives which should be met in a study of science and social policy. The objectives include understanding the (1) role of citizen participation in policymaking, (2) extent to which scientific and technological developments can change people's lives, (3) ways in which laymen depend upon experts' knowledge, and (4) importance of translating personal values into participative action. Section two presents social studies units on nuclear energy, electronic technology, and genetic engineering. Each unit includes expository reading material, learning activities, and reading lists. (AV)

ED 166 088 SO 011 457

Rice, Marion J. Cobb, Russell L.

What Can Children Learn in Geography? A Review of Research.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SSEC-235
Pub Date-78
Note-129p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.50)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Child Development, Child Psychology, *Concept Formation, Concept Teaching, *Curriculum Evaluation, Developmental Psychology, Educational Objectives, Educational Research, Elementary Education, *Geography Instruction, Knowledge Level, *Learning Characteristics, *Learning Plateaus, Map Skills, Social Studies, Teaching Methods
Identifiers-Information Analysis Products

The document reviews geography concepts and skills which elementary school children can learn in geography lessons. The study is based on research and evaluation studies with empirical test results and on anecdotal reports of what children have learned. The document is presented in four chapters. Chapter I describes the organization of the study. Chapter II focuses on testing children's basic map knowledge and skills before and after geography instruction. Findings indicate that elementary school children benefit from sequential programs of accelerated instruction in map skills. Chapter III reviews children's conceptual and analytical processes, including vocabulary, reading in geography, and general geographic knowledge. Information is also presented on curriculum evaluation research, sequencing geographic skills, and anecdotal accounts of geography for young learners. The final chapter presents conclusions: children can learn what teachers set out to teach, operate at a much higher conceptual level than is generally believed, and demonstrate aptitude for learning geographic concepts if they are given the opportunity. (DB)

ED 166 089 SO 011 458

Fraker, G. Alan

Budget Anthropology. Integrating Anthropology Concepts into a Social Studies Curriculum. Report No. 78-6.

Georgia Univ., Athens. Anthropology Curriculum Project.

Pub Date-Jun 78

Note-48p.

Available from-Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American Culture, *Anthropology, Beliefs, *Concept Teaching, Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Enrichment, Cultural Traits, Culture, *Curriculum Development, Economic Factors, Educational Needs, Educational Objectives, Elementary Secondary Education, Ethnic Stereotypes, Global Approach, Learning Activities, Mass Media, Observation, Observational Learning, Socialization, *Social Studies, *Student Developed Materials, Teaching Guides, Values

Materials developed by high school anthropology students to investigate and explain American culture are presented. The purpose of the handbook is to aid social studies classroom teachers as they develop and implement educational programs on the American way of life within the context of global culture. The activities presented in the handbook can be conducted inexpensively within most school and community settings. The 38 topics are grouped into four major areas of investigation: (1) cultural values and belief systems, (2) social and political organization, (3) language and communication, and (4) economic systems. Each concept area is introduced by a brief overview. For each topic, information is presented on focus, teaching procedures, and feedback. Topics include American sports behavior, commercialization of American celebrations, cultural ideas of behavior in various types of restaurants, body language, group membership, consumption of luxury items, and cultural definitions of right and wrong. Activities involve students in interviewing family and community members, observing behavior in fast food and gourmet restaurants, collecting recyclable material, drawing sociograms, conducting library projects, doing map exercises, debating, and maintaining logs of daily activities. (DB)

Depaigne, Jacques
Cultural Policies in Europe.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-59p.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($4.50)
Document Not Available from EDRS.
Descriptors-*Cooperation, Cultural Awareness, Cultural Context, Cultural Disadvantagement, Cultural Opportunities, *Culture, Developmental Programs, *Financial Support, Fine Arts, *Foreign Countries, Futures (of Society), *Government Role, Information Needs, *Policy Formation, Program Descriptions, Regional Cooperation, Social Systems, Socioeconomic Influences
Identifiers-Europe (West)

The booklet presents a synopsis of reports on national cultural policies by government officials of nations belonging to the Council of Europe. The main purpose of the document is to provide an overview of institutional facilities, financial resources, and goals of cultural policy. The document is presented in five major sections. Section I examines conflicts of interest between centralized administration of cultural affairs and the move to disperse institutional control among various local and regional units and governmental agencies. Section II explores formulation, aims, and resources of cultural policy in European nations. Section III focuses on conserving cultural heritage through archives and museums and fostering creativity in music, film, dance, opera, and architecture. Section IV discusses aid to creative artists in the form of guaranteed incomes, subsidies, and welfare payments. The final section describes movements in European nations to enable members of all social classes to become consumers of cultural services. Concluding comments emphasize the discrepancy between increasing public awareness of cultural problems and the lack of corresponding change in cultural policy. It is recommended that the increased interest in cultural policy and intensified demands for cultural opportunities be accompanied by a corresponding increase in resources. (DB)

Kulich, Jindra Bron-Wojciechowska, Agnieszka
The Polish Folk High Schools. Occasional Papers in Continuing Education. Number 17.
British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Dec 78
Note-22p.
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adult Education, Boarding Schools, Community Support, *Comparative Education, *Continuation High Schools, Cultural Awareness, Cultural Context, Cultural Environment, *Educational History, *Educational Objectives, Educational Philosophy, *Educational Practice, *Foreign Countries, Individual Development, Political Issues, School Community Relationship, School Role, Secondary Education, Student Characteristics, Vocational Education, Young Adults
Identifiers-Poland

Polish folk high schools are modeled after schools developed in the mid-1850s in Denmark to provide general, non-credit education for young adults in rural areas. The main objectives of the folk high schools are to provide a climate for individual student development and to serve as centers where young adults can learn about their cultural heritage. The first Polish folk high school was established in 1900. The folk high school movement developed and prospered along with the growing social consciousness and national awakening which characterized Poland up to World War I. Between the world wars, the folk high school movement was dominated by agricultural expert Ignacy Solarz. Solarz established and directed numerous folk high schools throughout Poland which endeavored to help young peasants become cultural and social forces in their communities. Political and ideological struggles in Poland after World War II resulted in closing most folk high schools. By 1958, however, changes in the ideological climate of East Europe encouraged the Central Committee of the Polish United Workers Party to reassess its position on cultural and educational matters and made it possible to reestablish the folk high schools. By the 1970s, the folk high schools have again become viable institutions which train young adults from rural areas to become social, vocational, and cultural leaders in their villages. (DB)

ED 166 092 SO 011 463

Glashagel, Jerry And Others

Introduction to Values Education. A Resource for Youth and Family Organizations.

National Board of Young Men's Christian Associations, New York, N.Y.; YMCA Values Education Center, La Grange, Ill.
Pub Date-77
Note-47p.
Available from-YMCA Values Education Center, 6801 South LaGrange Road, LaGrange, Illinois 60525 ($4.50 single copy, 10% discount on 5 or more)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Concept Formation, Concept Teaching, *Decision Making Skills, Educational Objectives, *Educational Practice, Elementary Secondary Education, *Ethical Instruction, Family Resources, Group Dynamics, Group Experience, *Group Instruction, Learning Activities, Nonformal Education, Project Training Methods, Resource Staff Role, Role Playing, Self Concept, Skill Development, Teacher Education, *Teaching Methods, Training Objectives, *Values, Youth Programs

Teaching methods and learning activities are suggested to help youth develop value-decision skills and have positive growth experiences in value-exploration groups. The document is intended for use by staff of youth and family organizations as they develop values education workshops. The document is presented in six chapters. Chapter 1

introduces values education and explains how leaders of youth and family organizations can use teaching techniques described in the document. Chapter II discusses basic values education concepts, including values, valuing, values clarification and analysis, and values commitment. Chapter III emphasizes the importance of creating a supportive atmosphere when teaching about values. Chapter IV presents teaching strategies and learning activities to help individuals explore thoughts and feelings about values, make value choices, link values to actions, and share individual values with the group. Activities involve participants in group discussions, learning games, writing exercises, filling in worksheets, drawing pictures and symbols, role playing, and interviewing other group members. Chapter V suggests ways to plan a values education training session. The final chapter lists publishers who produce values education materials. (DB)

ED 166 093 SO 011 464

Proceedings of A Multi-Cultural Colloquium on Non-Biased Pupil Assessment.

New York State Education Dept., Albany.

Spons Agency-Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.; New York State Education Dept., Albany. Bureau of School Psychological and Social Services.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 77

Note-158p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors-*Academic Achievement, Academic Records, *Bias, *Cultural Background, Educational Diagnosis, Educational Objectives, Educational Problems, Elementary Secondary Education, Grades (Scholastic), *Grading, Intelligence Quotient, Intelligence Tests, *Minority Group Children, Minority Groups, Minority Role, Sociocultural Patterns, Student Attitudes, *Student Evaluation, Tables (Data), Teacher Attitudes

This document reports on a workshop which examined issues involved in psychoeducational assessment of non-English-speaking pupils. Attended by educators and psychologists, the workshop was held during June 1977 in Albany, New York. The major objective of the workshop was to provide assistance to school districts as they develop assessment methods which will guarantee protection of students when they are being evaluated. This protection is required by New York state legislation (Public Law 94-142). Six major conference papers are presented in the document. Topics discussed include the possibility of eventually achieving non-biased assessment, non-verbal communication among Puerto Ricans, a task analysis approach to assessing children of multicultural backgrounds, teacher/student relations in bicultural situations, African religions in the Caribbean, problems of bilingual Hispanic students, and environmental influences on educational achievement. A directory of participants and a colloquium agenda are included in the document. (DB)

ED 166 094 SO 011 466

Hepburn, Mary A.

Grass Roots Improvement: A New Pattern in Citizenship Education.

Pub Date- 78
Note-16p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Citizenship, *Curriculum Development, *Educational Change, Educational Objectives, Educational Practice, Educational Trends, Elementary Secondary Education, *Financial Support, *Local Government, Program Descriptions, School Districts, *State Programs
Identifiers-Georgia

Growing emphasis on improving citizenship education at the local school system level is promoting projects which are smaller in size and cost, broader in objectives, and which motivate learning by focusing on local issues. This gradual shift from national curriculum reform programs is a result of the realization that students lack basic knowledge of state government and are deficient in citizenship skills, and that people prefer to be involved in local issues where they may have an impact. Increased funding from state and local agencies is another factor for increasing local curriculum programs. The newer citizenship education projects involve students, teachers, administrators, social science educators, and other university specialists in curriculum change. A case in point is the Title IV project in Georgia designed to define sequential citizenship skills, knowledge, and values objectives and to implement a program involving school and community groups in developing, reviewing, revising, and carrying out the objectives. Goals of the Georgia project are concerned with students' understanding of (1) the responsibilities of U.S. citizenship, (2) the role of the individual in the political decision-making process, (3) principles of individual rights, and (4) knowledge of current public issues and the skills for evaluating alternative choices. A committee of community leaders, state and local government officials, and interested citizens serves as an advisory and review board. (KC)

ED 166 095 SO 011 475

Nash, Roderick

Nature in World Development: Patterns in the Preservation of Scenic and Outdoor Recreation Resources. Working Papers.

Rockefeller Foundation, New York, N.Y.
Pub Date-Mar 78
Note-73p.
Available from-Publication Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036 (free)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Changing Attitudes, Comparative Analysis, *Conservation (Environment), *Ecology, Economic Development, Economic Factors, Environmental Education, Environmental Influences, Forestry, Futures (of Society), Industrialization, National Programs, Natural Resources, Nature Centers, *Parks, *Problems, Recreational Programs, State Programs, Trend Analysis, *Urbanization
Identifiers-Africa (East), Australia, Canada, Europe, Japan, New Zealand, United States, USSR

This report reviews the problems of protecting nature in a heavily industrialized democracy such as the United States. Factors contributing to the establishment of protected areas in the United States are traced from the creation of Yellowstone National Park in 1872 to the present. Arguments in defense of wilderness areas consider nature as: (1) a reservoir of normal ecological processes, (2) a sustainer of biological diversity, (3) a formative influence on the national character, (4) a church, (5) a guardian of mental health, and (6) an educational asset in developing environmental responsibility. Diverse agencies, programs, and efforts exist at all levels. The National Park Service, the United States Forest Service, the Bureau of Land Management, and the National Wilderness Preservation System function on the federal level. Coastal zone management and land use laws protect natural areas on the state level, city and county parks serve as protected areas on local levels, and private organizations such as the Sierra Club also contribute to wilderness preservation. Problems arise from the conflict between economic development and nature preservation, and the popularity of nature areas which leads to their destruction. Programs in Japan, Australia, New Zealand, East Africa, Europe, the Soviet Union, and Canada are also described. (KC)

ED 166 096 SO 011 476

Wortman, Sterling

The World Food Situation: A New Initiative. Working Papers.

Rockefeller Foundation, New York, N.Y.

Pub Date-May 76

Note-39p.

Available from-Publication Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036 (free)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Agricultural Skills, Agricultural Trends, Conceptual Schemes, Cooperation, *Developing Nations, Economic Development, *Economic Disadvantagement, *Food, *Futures (of Society), *Global Approach, Government Role, Health Needs, Hunger, Needs Assessment, Nutrition, Population Growth, Productivity, Quality of Life, Research Needs, Tables (Data), Technical Assistance, *World Problems

Dimensions of the deteriorating world food situation are examined. Prepared for the congressional Subcommittee on Science Research and Technology and the Subcommittee on Domestic and International Scientific Planning and Analysis, the document focuses on the need to improve living standards of the rural poor in developing nations. The document is presented in nine sections. Section I presents an overview of agricultural development in poor nations and calls for worldwide cooperation to increase prosperity. Section II evaluates attempts to solve world food problems through synthetic foods, mechanized farming, and increased food production in the United States. Section III outlines a strategy to increase food production by introducing farmers to modern methods and providing financial assistance. Sections IV and V characterize economic needs and aspirations of developing nations. Section VI outlines agricultural research needs. Section VII reviews national and international programs dealing with agricultural research and development. Section VIII suggests how the United States can improve its agricultural research efforts. The final section concludes that hunger and poverty can be effectively reduced through technological and financial cooperation between developing and developed nations. (DB)

ED 166 097 SO 011 477

International Environmental Monitoring: A Bellagio Conference, February 16-18, 1977 (Revised Publication).
Rockefeller Foundation, New York, N.Y.
Pub Date-Nov 77
Note-116p.; Chart on page 100 may not reproduce clearly due to small print type of original document
Available from-Publication Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036 (free)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Air Pollution Control, Case Studies, Conference Reports, *Conservation (Environment), *Cooperation, Depleted Resources, *Environmental Influences, *Global Approach, Natural Resources, *Physical Environment, *Quality of Life, Regional Cooperation, Wastes, Water Pollution Control

The proceedings of a conference on international environmental monitoring is presented, along with a commentary, reports from activity groups, and appended tabular information. Major objectives of the 25 participants from international organizations, national governments, and research institutions were to review accomplishments in global and regional monitoring since 1972, reevaluate international monitoring needs, and provide guidance to the Rockefeller Foundation in supporting international environmental monitoring efforts. An overview of systems which monitor environmental quality is provided by Ralph W. Richardson, Jr., of the Rockefeller Foundation. A report by Martin Holgate (Department of the Environment, England) identifies major topics of concern related to environmental assessment, including environmental policy, costs of environmental monitoring, deciding what to monitor, and uses of monitoring data. Two papers by Brian Martin and Frances Sella (Global Monitoring System, Nairobi, Kenya) discuss global monitoring activities. The remaining papers are concerned with lead monitoring in Finland (Sven Hernberg, Institute of Occupational Health, Helsinki), rangeland resources in Kenya (David Western, University of Nairobi), monitoring organisms in coastal waters (Edward Goldberg, Scripps Institution of Oceanography, La Jolla, California), ozone networks (R.E. Munn, Interenvironmental Research Branch, Canada), and mercury monitoring in Sweden (T. Westermark, Royal Institute of Technology, Stockholm, Sweden). A directory of conference participants is included. (DB)

ED 166 098 SO 011 479

Bornn, Edith Lucille

The Legal Status of Homemakers in the Virgin Islands.

National Commission on the Observance of International Women's Year, Washington, D.C.

Spons Agency-Center for Women Policy Studies, Washington, D.C.

Pub Date-Feb 78

Note-55p.; Report prepared by the Committee on Homemakers

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25, paper cover)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Adult Education, *Civil Liberties, Divorce, Economically Disadvantaged, Fatherless Family, Females, *Housewives, Income, *Laws, *Legal Problems, Legislation, Marital Status, Marriage, Rape, *Sex Discrimination, Social Change, Violence, Welfare Problems, Widowed

Identifiers-*Virgin Islands

This report reviews the legal status of female homemakers in the Virgin Islands and makes suggestions for action and legislation which will be more equitable in protecting homemakers' rights. The laws described in the report apply to wives who work at home as well as outside the home, but the report mainly concerns homemakers without outside employment because they are the most vulnerable to economic inequalities. The bulk of the report explains specific laws and situations which frequently arise in the following areas: (1) marriage tort and contract rights and liabilities of the wife, the wife's right to consortium, and rape; (2) widowhood U.S. Virgin Islands inheritance and gift tax, and planning opportunities; (3) divorce custody of children, award of alimony, support of relations, procedure for collecting support, tax aspects concerning divorce and separation, and property settlement; (4) guardianship; (5) home ownership; (6) public housing; (7) physical abuse procedure followed upon report of physical abuse, and proposed avenues to aid the abused female. A concluding section outlines recommendations for legislative changes involving estate laws, social security coverage, inheritance rights, and state help in collecting child support payments for families not on welfare. (AV)

ED 166 099 SO 011 480

Third Bellagio Conference on Population, May 10-12, 1973. Working Papers.

Rockefeller Foundation, New York, N.Y.

Pub Date-Jun 74

Note-107p.; For a related document, see SO 011 481; Portions of this document may not reproduce clearly due to small print type in original document

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Adult Education, Birth Rate, Contraception, Cross Cultural Studies, Data Analysis, Demography, *Developing Nations, Family Planning, Futures (of Society), *Global Approach, Government Role, Health Needs, *Needs Assessment, Policy Formation, Population Education, *Population Growth, *Population Trends, *Problem Solving, Research Needs, Social Problems, Sociocultural Patterns, Tables (Data), World Problems

The document contains papers presented at a conference on global population trends. Conference participants, who represented international agencies and governments in developing nations, investigated social determinants of population trends, population policy, and population program assistance. Eleven papers are presented. Topics discussed include status of population development, sociopolitical implications of family planning, population agency activities, social research and population policy, medical developments in the field of contraception, collection and analysis of demographic data, and population education programs. A summary of conference proceedings indicates that population problems are (1) closely related to each nation's development process, (2) more complex than is generally understood, (3) best understood by scholars in countries where problems are most severe, and (4) in need of more social research. (DB)

ED 166 100 SO 011 481

Bellagio IV Population Conference. Working Papers.

Rockefeller Foundation, New York, N.Y.
Pub Date-Nov 77
Note-180p.; For a related document, see SO 011 480
Available from-Publication Office, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, New York 10036 (free)
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Birth Rate, Contraception, Cross Cultural Studies, Data Analysis, Demography, Developed Nations, Developing Nations, Economic Development, Family Planning, *Futures (of Society), *Global Approach, Government Role, Health Needs, *Needs Assessment, Policy Formation, Population Education, *Population Growth, *Problem Solving, Reproduction (Biology), Research Needs, Social Problems, Social Science Research, Sociocultural Patterns, World Problems

The document contains papers presented at a meeting to consider global population growth. The purpose of the conference was to promote the exchange of ideas relating to population growth between educators, government officials, and development agency personnel from developing and developed nations. Ten papers are presented. Topics discussed include ways to implement global population policies, social science research on population and development, progress toward new contraceptives, reproduction research, the role of international assistance agencies in family planning, trends in international population assistance, and international population policy. A summary of conference proceedings highlights findings. These include that the field of population studies is changing rapidly, there is more awareness of population problems in the developing world, experts are increasingly convinced that population problems are closely related to development, developing nations are beginning to increase funds for population research, and both developing and developed nations are experiencing a sense of urgency in coping with population problems. (DB)

ED 166 101 SO 011 482

Stahl, Robert J. And Others

Humanistic and Behavioristic Teachers on the Precollege Level: A Second Report on the Non-Existent Differences Between Them.

Pub Date-22 Nov 78

Note-17p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Comparative Analysis, Course Content, Course Objectives, *Differences, *Psychology, Secondary Education, Social Science Research, Tables (Data), *Teacher Background, Teachers, *Teaching Methods

This paper reports on a study which compared the background and teaching methodology of high school psychology teachers who label their courses either ``humanistic'' or ``behavioristic.'' A sample of 154 humanistic and 119 behavioristic psychology teachers in Illinois provided data about variables including extent and kinds of professional and academic training they had received; make-up of the high school psychology classes they currently taught; objectives, content, and teaching methodologies of their classes; and types of audiovisual materials they preferred. Of a total of 114 variables examined, the teachers differed on only 14 variables. These data are very similar to results of previous studies in other states. Conclusions are that secondary school psychology teachers have articulated no clear framework for distinguishing between humanistic and behavioristic principles or methods. Another conclusion might be that teachers seek labels for their courses that are most comfortable for themselves or that they believe their schools' administration would most accept. (Author/AV)

ED 166 102 SO 011 483

Johnson, Mauritz

Review of Research in Curriculum.

Pub Date- 77

Note-10p.; Paper presented at Annual Meeting of the Northeast Educational Research Association (Ellenville, New York, October 26-28, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Behavioral Sciences, Changing Attitudes, Community Attitudes, Comparative Analysis, *Curriculum Development, *Curriculum Problems, *Curriculum Research, *Literature Reviews, Philosophy, Relevance (Education), Research Methodology, Research Needs, Research Problems, *State of the Art Reviews, Trend Analysis

This paper examines research concerned with the definition, development, and effects of curriculum. Ten aspects of current curriculum scholarship are examined. The first three (the state of the field, the scope of the field, and the revolt against scientism and rationality) concern curriculum study as a whole. Despite the assessment that the field of curriculum research is dying (Schawb, 1969; Heubner, 1976), the author contends that two scholarly journals, ``Journal of Curriculum Studies'' and ``Curriculum Network,'' are signs of current vigor. However, the scope of the field may be too broad and may suffer from lack of focus. Recently, 19 types of studies which may be considered as curriculum research have been identified (Posner, 1976). Debates concerning the definition of terms and clarification of concepts also exist. The current revolt against rationality and empiricism is aimed at social scientists who use the behavior of human beings as objects of study. The author points out that the object of curriculum research is to be as rational as possible in investigating how various factors manifest themselves and interact in curriculum studies. Historical and comparative studies, an analysis of ``educational language,'' and new philosophical approaches are reviewed. The author concludes that although scholarly activity in the field is diverse, little in the way of a validated knowledge base for curriculum selection and organization exists. (KC)

Pedestrian Safety A Step in the Right Direction.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Note-124p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Art, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Interdisciplinary Approach, Language Arts, Learning Activities, *Pedestrian Traffic, *Safety Education, *Social Studies, Teaching Guides, Traffic Circulation, Traffic Safety, Traffic Signs

This guide contains interdisciplinary teaching materials to help administrators and teachers develop pedestrian safety programs. The materials can be easily integrated with language arts, art, and social studies courses. Objectives of the materials, which can be used in kindergarten through grade nine, include understanding pedestrians' rights and responsibilities, being alert to danger at all times, realizing that emotions and drugs can modify reactions to traffic hazards, and understanding that safety depends upon awareness, caution, and sensible behavior. The materials are presented in ten units. Each unit contains a pretest, key thoughts, learning activities, a lesson planning guide, evaluation materials, and a posttest. Content includes basic rights and responsibilities of pedestrains, importance of being clearly visible, effects of being emotionally preoccupied, rules of traffic control, dangers of intersections and traffic routes, bicycles and dogs, school buses, misconceptions about vehicle drivers always being alert, dangerous effects of drugs and medicines, and hitch-hiking. The guide concludes with lists of related resource materials. (AV)

ED 166 104 SO 011 485

O'Toole, Tom

Culture and Development: From Romantic Relativism to Reality.

Pub Date-Nov 78
Note-22p.; Paper presented at the Second National Conference on the Third World (Omaha, Nebraska, November 16-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Changing Attitudes, Cultural Background, Cultural Differences, *Cultural Factors, *Cultural Interrelationships, Cultural Traits, *Culture Conflict, Developed Nations, *Developing Nations, Ethical Values, Futures (of Society), Industrialization, Non Western Civilization, Quality of Life, Social Exchange Theory, Social Values, Sociocultural Patterns, *Technological Advancement, *Theories, Western Civilization, World Problems
Identifiers-Africa (West), Appalachia

Using case studies of French-speaking West Africa and Southern Appalachia, this paper examines the role of traditional culture in developing regions by challenging current theories on that subject. The capitalistic and Marxist approaches that dominated well into the 1960s maintained that elimination of traditional social relations and values was necessary for progress in underdeveloped areas. The strategy was to introduce modernizing influences which would transform local independence and self-sufficiency by integration into a market economy. Residents would internalize this perception and see progress in relation to urbanization. The romantic approach toward development which appeared in the 1960s and 1970s blamed external forces rather than native residents for the lack of development. This theory attributed underdevelopment to imperialist expansion by industrialized societies. However, it is important to note that underdevelopment would exist even without external exploitation. A synthesis of the capitalistic, Marxist, and romantic ideologies seems to be the best approach to understanding the relationship between traditional values and modernizing influences in developing areas. Balanced, humane development goals will be achieved by people who recognize, respect, and work with existing cultural values, but do not over-glamorize them. (Author/KC)

ED 166 105 SO 011 486

Mazrui, Ali A.

The Barrel of the Gun and the Barrel of Oil in North-South Equation. Working Paper Number Five.

Institute for World Order, New York, N.Y.
Pub Date-78
Note-30p.; Marginally legible due to small print
Available from-Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($1.50, paper cover, quantity discounts available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Changing Attitudes, Conflict Resolution, *Developing Nations, *Disarmament, Economic Development, Economic Factors, Energy, Futures (of Society), Geography, Global Approach, Human Dignity, *International Relations, Justice, *Nuclear Warfare, Peace, *Petroleum Industry, Political Attitudes, Political Issues, Political Power, *Power Structure, Religious Factors, Social Factors, Trend Analysis, World Affairs, World Problems
Identifiers-Arab States, China, India

Current trends in armaments and militarism in the third world countries must be assessed against a background of imperialism and in relation to the tendency to use nuclear power for peaceful ends and oil power for militaristic ends. Discussion of these factors with relation to China, India, and the Arab countries requires examination of militaristic attitudes and the activities of the International Atomic Energy Agency. The Arab world's discovery of oil power and subsequent formation of the Organization of Petroleum Exporting Countries (OPEC) are also discussed. It appears that interconnections among different sectors of policy exist along with interdependence among nations. The pursuit of disarmament or arms control cannot be separated from the struggle for equity in world politics. Since the power of the oil-producing nations is contributing toward a new world order, a new international military order becomes one precondition for a new international economic order. China's experimental rockets, India's nuclear devices, and the Arab consortium's arms industry may have to be placed alongside of OPEC as part of their total leverage if there is to be a change toward greater equity between developing and developed nations. Because nuclear capacity is linked with the third world's quest for dignity and power, some degree of proliferation may be the price for equality. (Author/KC)

ED 166 106 SO 011 487

Christensen, Cheryl

The Right to Food: How to Guarantee. Working Paper Number Six.

Institute for World Order, New York, N.Y.
Pub Date-78
Note-45p.; Marginally legible due to small print
Available from-Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($1.50, paper cover, quantity discounts available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Change Strategies, Changing Attitudes, *Civil Liberties, *Developing Nations, Economic Disadvantagement, Economic Factors, Futures (of Society), Global Approach, Human Dignity, *Hunger, *International Relations, Justice, Political Attitudes, Political Issues, *Social Action, Social Factors, Social Problems, Trend Analysis, World Affairs, World Problems

Accepting the idea of food as a basic social right, the author examines how a global right to food might become a reality for the present generation of hungry people. The paper includes an analysis of the planet's physical capacity to assure food for all and suggests that development strategies will have to become more directly oriented toward meeting basic needs and creating new methods of growth. Also, third world countries will have to make major reorientations in both domestic and international relations. The links between the goals of increasing individual welfare and the desire for greater international justice are examined. The author suggests that an important step toward more equitable distribution of costs associated with meeting global food needs would be the creation of a shared foundation for dealing with the issues. This foundation would study problems such as the export of agricultural commodities by multinational corporations which may deprive people of the exporting country from food. (Author/KC)

ED 166 107 SO 011 488

Kohler, Gernot

Global Apartheid. Working Paper Number Seven.

Institute for World Order, New York, N.Y.
Pub Date-78
Note-18p.; Charts throughout document may not reproduce clearly due to small print type in original
Available from-Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($1.50, paper cover, quantity discounts available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Change Strategies, Changing Attitudes, Civil Liberties, Conflict Resolution, *Developed Nations, *Developing Nations, Economic Development, Economic Disadvantagement, Economic Factors, Futures (of Society), *Global Approach, Human Dignity, International Relations, Justice, *Living Standards, Political Attitudes, Political Issues, Political Power, *Power Structure, Quality of Life, *Racial Balance, Racial Distribution, Racial Factors, Social Factors, Tables (Data), World Problems
Identifiers-Africa (South)

Presenting the view that global society is an apartheid system, this paper defines global apartheid, analyzes some of its most striking features, and suggests strategies to overcome its worst aspects. Apartheid occurs whenever a minority race dominates a majority of other races in a society; an example is South Africa. Global apartheid, then, is a structure in which (1) a minority of whites is affluent while a majority of other races is impoverished, (2) social integration is deterred by the barriers of skin color, economic position, and political boundaries, (3) economic development of the two groups is interdependent, and (4) the affluent white minority possesses a disproportionately large share of political, social, and military power. Statistics show that although two-thirds of the world's population is non-white and one-third is white, the predominately white nations, with the exception of Japan, are the richest in terms of gross national product. Life expectancy, weapons control, and violence are also proportionately related to global apartheid. The need for reform of such a system is urgent and necessary. Change will occur when the system is challenged from below by the majority of impoverished groups. This will disturb the status quo attitude of the white minority which continues to maintain apartheid at the cost of economic health and security, military security, liberty, and human growth for all people. (KC)

ED 166 108 SO 011 489

Markatos, John

Learning Achievement Packages: Calexico Intercultural Design.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-131p.

Available from-Dissemination and Assessment Center for Bilingual Education, Education Service Center, 7703 North Lamar, Austin, Texas 78752 ($3.00, paper cover)

Language-English; Spanish

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-Adult Education, Bilingual Education, Civics, *Curriculum Development, Educational Objectives, *Government (Administrative Body), Government Role, Grade 12, Instructional Materials, Legislation, Non English Speaking, Political Issues, Secondary Education, *Social Studies, Social Studies Units, *Spanish Speaking, Teacher Developed Materials, *Teaching Methods

Two social studies units highlight the origins and structure of government and the legislative activities of the United States government in particular. The units are part of a program designed to help 12th grade and adult education social studies teachers develop bilingual curriculum materials (English and Spanish languages) related to systems of government. The first unit, ``An Idea Becomes a Law,'' describes how laws are passed in a democracy, contrasts this process with the creation of laws in a dictatorship, and cites the variety of individuals involved in a bill's passage. The second unit, ``The State, Forms of Government, and Political Systems,'' explores the origins of government and provides examples of different types of government. For each unit, information is presented on background, primary idea, behavioral objectives, entry skills, and notes to the students about what they can expect to do and learn from working on the unit. Also presented for each unit are glossaries of political terms, tests, and answer keys. Students are involved in reading background material, answering essay and brief-answer questions in writing, filling in worksheets, taking true and false tests, and completing matching exercises. All materials are presented in both English and Spanish. (DB)

ED 166 109 SO 011 490

Eckholm, Erik
Planting for the Future: Forestry for Human Needs. Worldwatch Paper 26.
Worldwatch Inst., Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Feb 79
Note-67p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Case Studies, Conservation (Environment), Developed Nations, Developing Nations, Ecological Factors, *Ecology, Economic Development, Environmental Influences, *Forestry, *Futures (of Society), *Global Approach, Inflation (Economics), Land Use, Natural Resources, *Needs Assessment, *Policy, Social Problems, Trend Analysis

Forestry planning is essential if the global trend toward deforestation is to be reversed. World forest trends, although often based on inaccurate or misleading information put out by national governments, indicate that the area of land covered with closed forests has decreased from about 25% in 1950 to about 20% in the 1970s. Major causes of deforestation include logging, spread of agriculture, and collection of firewood. Among the economic consequences of uncontrolled deforestation are forest-product scarcity, rising dependence on imported forest products, increasing construction costs, inflation, soaring firewood and fuel prices, health deterioration due to lack of heat and warm food, shortage of paper, and increased flooding in watershed areas. Challenges facing world forestry include putting a halt to deforestation and meeting elementary fuel and wood needs of developing nations. Countries which have succeeded in reforesting their depleted areas include China and South Korea. In addition, other developing nations are beginning to recognize the urgent need for reform of forestry policies and are developing strategies to improve timber management practices. An example of a state which is experimenting with community forestry is Gujarat, India. (DB)

ED 166 110 SO 011 491

Littman, Mark S. And Others

Social and Economic Characteristics of the Metropolitan and Nonmetropolitan Population: 1977 and 1970. Current Population Reports, Special Studies, Series P-23, No. 75.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Nov 78

Note-146p.; Tables may not reproduce clearly due to small and light print type of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.25, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, Census Figures, City Demography, *Comparative Analysis, Data Analysis, *Demography, Economic Change, Economic Disadvantagement, Economic Factors, Family (Sociological Unit), Income, Industry, Labor Force, Marital Status, *Metropolitan Areas, Migration, Occupations, Population Trends, *Rural Areas, Social Change, Social Factors, *Suburbs, Tables (Data), Urban Population

Identifiers-United States

This report analyzes data on population groups living in central cities, suburbs, and nonmetropolitan areas in 1977, and examines changes that have occurred since 1970. Subjects featured in the report are population, marital status, household relationship, family size, migration, educational attainment, labor force status, occupation, industry, income, and poverty. The bulk of the report contains tables of data for the white and black populations, and selected tables are given for the population of Spanish origin. Highlights of the report are summarized in an introductory section. The data indicate that the nation's metropolitan population grew by only four percent between 1970-77, but has not changed significantly since 1975. The population of central cities as a group declined from 1970-77, while the suburban population increased. [illegible] cities the number of young adults aged 25-34 increased, while the number of children under 14 years and adults aged 35-44 decreased. The black population in cities did not grow significantly between 1974-77, but the number of blacks living in suburbs increased by 34% during 1970-77. The labor force participation rate for suburban women began in the mid-1970s to exceed that for women living in cities. After adjusting for price increases between 1969-76, the median income of suburban families showed no change, the median income of city families declined slightly, and the median income for nonmetropolitan families showed a modest increase. (Author/AV)

ED 166 111 SO 011 492

Hanna, Judith Lynne
The Anthropology of Dance. A Selected Bibliography.
Pub Date-78
Note-19p.; Revised edition
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Anthropology, *Bibliographies, Body Language, Communication
(Thought Transfer), Creativity, *Dance, Fine Arts, Motion, Music,

Symbolism
Over 250 monographs, journal articles, and papers are cited in this selected bibliography of resources on the anthropology of dance. Most of the entries were published during the 1960s and 1970s. Entries are arranged alphabetically by author and give information on title, publisher or journal, date, and page numbers. The bibliography is presented in ten major sections. Section one, General Theory relevant to the Study of Dance, contains subcategories of communication and semiotics, symbolism and ritual, aesthetics, creativity, and cognition, perception, and emotion. Section two on methods contains subcategories of movement notation and analytic units, and structural analyses of dance. Sections three through nine present citations on the following topics: conceptualizations of dance, reviews of dance study, aesthetics in dance, dance group dynamics and change, politics and dance, transcendance and dance, and symbolism. Section ten on interrelationships of the arts explores music, art, costume, and body decoration. The bibliography is not meant to be comprehensive or to include items of uniform quality. The material presented reflects the author's view of what dance researchers should be familiar with and what the field of the anthropology of dance should encompass. (AV)

ED 166 112 SO 011 493

Cantor, Aviva, Comp.

Bibliography on the Jewish Woman: A Comprehensive and Annotated Listing of Works Published 1900-1978.

Pub Date-79
Note-68p.
Available from-Biblio Press, P.O. Box 22, Fresh Meadows, New York 11365 ($3.00, paper copy, quantity discounts available)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Adult Education, *Bibliographies, Elementary Secondary Education, *Females, Higher Education, *Jews, Judaism, Life Style, Literature, Religion, Social History, Social Problems, Values, Womens Studies
Identifiers-Holocaust

This bibliography presents over 600 references to books, articles, essays, and journals which explore the history, values, problems, literature, and current life of Jewish women. The bibliography is designed to be used by researchers and teachers in Jewish and women's studies, sociology, history, and literature; by directors, workers, and members of Jewish organizations; and by general feminist organizations. Most of the citations were published during the 1960s and 1970s, although many of the historical entries were written earlier in the 20th century. The entries are presented alphabetically by author in nine categories: anthologies, history, religious life and law, Jewish women in the United States and Canada, in Israel, in the Holocaust and Resistance, other countries/miscellaneous, children's books, and poetry. Some entries are briefly annotated; all give information on title, publisher, and publication date. Content includes histories of Jewish pioneer women in America, accounts of the Holocaust, critiques of Judaism, and essays on contemporary issues of feminism and lesbianism. A concluding section lists relevant Jewish publications, non-Jewish publications, feminist publications, and independent publishers. (AV)

Guidelines for Art Education in Kentucky Schools K-12.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date-76
Note-81p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Art Appreciation, *Art Education, Creativity, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, Guidelines, *Individual Development, *Learning Activities, Parent Role, Program Descriptions, Program Development, Program Evaluation, Skill Development, Student Attitudes, Student Motivation, Teacher Developed Materials, Teacher Role, Teaching Guides, Teaching Methods
Identifiers-Kentucky

Learning activities and educational objectives are suggested for use by K-12 art teachers as they develop and implement art education programs. The major objectives of the guidelines are to help teachers direct learning in areas of aesthetic sensitivity, imagination, cultural understanding, and creative skills. Various sections present information on the roles of the student, teacher, art consultant, and administrator in an art program; design concepts; materials and processes; art facilities; program requirements; program evaluation; art terms; guidelines for instructional media; and learning activities. Emphases within the curriculum include drawing and painting, graphics, two- and three-dimensional construction, ceramics, string and fabric design, communication media, architecture, the environment, and displays. Elementary students are involved in playing games, drawing lines and shapes, learning colors, and observing color contrasts in nature and in art. On the junior and senior high levels, students are involved in printmaking, display and exhibit planning, viewing and criticizing slides, discussing topics such as self-expression and aesthetic growth, and experimenting with different media. Grade levels and objectives are indicated for each activity. (DB)

ED 166 114 SO 011 499

A Visual Arts Guide for Idaho Schools, Grades K-6.

Idaho State Dept. of Education, Boise.
Pub Date-Jun 78
Note-251p.; For a related document, see SO 011 500
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors-Art Activities, Art Appreciation, *Art Education, Art Materials, Average Students, *Childrens Art, Curriculum Guides, Educational Objectives, Elementary Education, Freehand Drawing, Handicapped Students, Handicrafts, Lesson Plans, Painting, Photography, Resource Guides, Sculpture, *Skill Development, Teacher Role, Teaching Methods, *Visual Arts

Over 80 art activities for elementary school students are presented in this curriculum guide. Introductory sections define the roles of school superintendents, principals, art supervisors, and art teachers in supporting art programs; outline goals of an art curriculum; review developmental stages of children's art skills from age two through 13; and provide hints on handling media such as papier mache, clay, and tempura paints. The bulk of the guide consists of specific art lessons for each grade level from kindergarten through sixth grade. Each lesson explains materials, procedures, key vocabulary (i.e., texture, pattern), and design elements and principles. Lessons include clay pinch-pots, finger painting, paper weaving, tie-dye with crepe paper, monoprint, sand casting, still-life drawing, watercolor and India ink, multimedia tissue paper collage, printmaking with paraffin, burlap weaving, crayon batik, bas-relief in plaster and clay, box sculpture, glue-line relief prints, linoleum-block printing, and clay sculpture and jewelry. A section on photography offers activities for grades one through six and gives recipes, formulas, and instructions for making cameras and darkroom equipment. Concluding sections discuss art activities for handicapped students and list basic art equipment, facility requirements, and audiovisual and print resources. (AV)

ED 166 115 SO 011 500

A Visual Arts Guide for Idaho Schools, Grades 7-12.

Idaho State Dept. of Education, Boise.
Pub Date-May 78
Note-188p.; For a related document, see SO 011 499
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-Art Activities, *Art Education, Art Materials, Average Students, Curriculum Guides, Educational Objectives, Freehand Drawing, Graphic Arts, Handicapped Students, Handicrafts, Junior High School Students, Painting, Photography, Resource Guides, Sculpture, Secondary Education, *Skill Development, Teacher Role, Teaching Methods, *Visual Arts

Approximately 50 art activities for students in junior and senior high school are presented in this curriculum guide. Introductory sections define the roles of school superintendents, principals, art supervisors, and art teachers in supporting art programs, and outline goals and objectives of an art curriculum. The bulk of the guide consists of suggested art experiences in two-dimensional and three-dimensional techniques. Included in the two-dimensional techniques are activities related to elements of design (shape, color, texture), principles of arrangement (balance, harmony, contrast, movement), graphic representation, drawing, painting (watercolor, oil, acrylic, tempura, encaustic, sand, ink), print making (linoleum, wood block, silk screen), and photography. Among the three-dimensional techniques are activities in sculpturing, leathercraft, jewelry, lapidary art, ceramic art, and weaving. Other sections present miscellaneous activities such as decoupage and batik; review aspects of art programs for handicapped students; and list recipes, facility requirements, basic art equipment, supply sources, a glossary, and a bibliography. (AV)

ED 166 116 SO 011 501

Pine, Vanderlyn R. And Others

Teaching about Death to Undergraduates.

Pub Date-Sep 78

Note-12p.; Paper presented at 73rd Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Abortions, Accidents, Adult Education, *Changing Attitudes, *Course Content, Course Descriptions, Cultural Awareness, Cultural Context, *Curriculum Development, *Death, Educational Needs, Educational Problems, Emotional Experience, Grief, Higher Education, *Humanism, Social Behavior, Sociology, Student Interests, Suicide, Teaching Methods

Development, implementation, and teaching of a college-level course on dying and death are described. The authors review their own experiences in becoming involved with death education and describe teaching methods, problems, and content of their current course in dying and death at the State University of New York, College at New Paltz. Because of the large student enrollment, the approach is a lecture class for 200 students combined with small group sessions for 20 students each week at the instructor's home. Course goals are to explore the sociological implications of death, examine the social-psychological and institutional aspects of death in American society, and develop a personal understanding of death. Topics include death and social behavior, bereavement and grief, abortion and euthanasia, accidents and disasters, homicide and suicide, social meanings of the funeral, and living with dying and death. The course utilizes lectures, readings, films, and one-to-one discussion especially with students who have difficulty dealing with emotional reactions to the subject. Among the possible problems inherent in teaching about dying and death are the tendency of some academic departments to offer courses on death simply to increase departmental enrollment figures, danger of disciplinary compartmentalization when one department claims the sole right to offer death courses, proliferation of poorly-taught courses in response to student interest, and use of death courses to insulate against the pain of personal loss and grief. (AV)

Mennell, Stephen, Ed. Mennell, Barbara, Ed.
Explorations in Cultural Policy and Research.
Council of Europe, Strasbourg (France).
Pub Date-78
Note-87p.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 ($5.00)
Document Not Available from EDRS.
Descriptors-Community Development, Cooperation, Cultural Centers, *Cultural Enrichment, Cultural Interrelationships, Cultural Opportunities, *Culture, Decision Making, *Foreign Countries, Government Role, Intercultural Programs, *International Relations, Leisure Time, *Policy Formation, Political Influences, Quality of Life, Recreation, Regional Cooperation, *Research, Research Needs, Resource Centers, Social Development, Social Environment, Social Values
Identifiers-Europe (West)

Eleven articles by policy researchers, cultural experts, and officials from various European governments explore prospects for cultural policy in Europe. Specifically, the document examines international cooperation in cultural activities, problems caused by increased participation in cultural activities, the role of cultural leaders, recreational activities, town planning, and cultural centers. An introductory article characterizes expanding boundaries of the cultural domain in Europe and briefly summarizes the essays and empirical studies which comprise the remainder of the document. Two articles emphasize attempts by the governments of Norway and Sweden to decentralize cultural activities and to diminish governmental control of these activities. Other articles concentrate on integration of national and international cultural policy, cross-cultural research by international organizations, and the relationship between research and cultural policy. Several other articles present case studies of cultural activities in Norway, France, and Belgium. Summary comments indicate that there are considerable obstacles to solving cultural policy problems through international research. However, international cultural projects should be undertaken because they promote mutual understanding and friendship and contribute toward an atmosphere of cooperation which is conducive to solving the problems. (DB)

ED 166 118 SO 011 503

Williams, David Brian Hoskin, Richard K.
The SWRL Audio Laboratory System (ALS): An Integrated Configuration for Psychomusicology Research. Technical Report 51.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.-SWRL-TR-51
Pub Date-15 Mar 74
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audio Equipment, *Audiotape Recordings, Child Development, Computer Science, *Educational Research, *Electromechanical Technology, Electronic Equipment, Elementary Education, Learning Plateaus, *Listening Comprehension, *Music, Research and Development Centers, Research Methodology, *Sound Effects, Sound Films, Tape Recordings
Identifiers-Psychomusicology Research

This report describes features of the Audio Laboratory System (ALS), a device which supports research activities of the Southwest Regional Laboratory's Music Program. The ALS is used primarily to generate recorded audio tapes for psychomusicology research related to children's perception and learning of music concepts such as pitch, loudness, timbre, time, and form. Major sections of the document describe ALS's design, audio components, system components, audio modification, audio recording, monitoring events, and controlling events. Also presented is an inventory which details each module in the ALS control system by programming function. The inventory includes conversion modules, logic modules, timing modules, and counting modules. The report suggests that a major advantage of ALS for psychomusicological research is that it provides for controlled manipulation of the basic vibrational properties of sound. (DB)

ED 166 119 SO 011 505

Seiferth, Berniece B. Bennett, Barbara

Women in American History Unit.

Pub Date- 77

Note-19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Course Content, *Course Objectives, Curriculum Development, Curriculum Guides, *Females, Feminism, Junior High School Students, Secondary Education, *Social Studies, Social Studies Units, *United States History, Womens Studies

This teaching unit was developed to highlight the role of women in American history. Written for the junior and senior high school level, the unit examines how women's role has changed, what contributions were made by women in the almost 400 years of our history, effects of the women's rights and suffragist movement of the 19th century, and changes accomplished by the current women's movement. Objectives include development of the ability to compare American ideas of masculinity and femininity with those of other cultures, discuss Freud's opinions about women, explain how scientists and anthropologists have analyzed the conditioning of American women, and discuss contributions of specific women during specific periods of history. The unit contains pre- and posttests, a list of 25 objectives, suggestions of content material for each of 15 days, background issues with related study questions, and a bibliography of 25 resources. (AV)

Hedstrom, Judith E., Ed Haley, Frances, Ed.
Social Studies Materials and Resources Data Book. Volume 4.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SSEC-234
Pub Date-79
Note-295p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($10.00, paper cover)
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors-*Catalogs, Curriculum Guides, Elementary Secondary Education, Games, *Instructional Materials, Resource Guides, Simulation, *Social Studies, Supplementary Textbooks, Teacher Education, Textbooks
Identifiers-Information Analysis Products

The Data Book contains descriptive analyses of new social studies materials for kindergarten through grade 12, teacher resource materials, ERIC abstracts of curriculum guides, and a listing of all social studies materials published in 1978. It is intended to help teachers, administrators, curriculum coordinators, and college methods professors in selecting appropriate materials on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit. There are four major sections in the book. Section one includes 60 two-page analyses of social studies materials arranged in categories of textbooks, supplementary and non-print materials, and games and simulations. Section two includes 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended uses and users, and contents of each resource book. Section three provides abstracts of 20 social studies curriculum guides identified through the ERIC system. Section four contains a listing of 336 social studies materials published in 1978 and is organized by subject area. Each section is indexed in the back of the book by author/editor, developer, grade level, publisher/institution, and subject area. (Author/AV)

ED 166 121 SO 011 514

Economics in Action: A One Semester Course.

West Chester School District, Pa.

Note-58p.; Not available in hardcopy from EDRS due to light print type of original document; Pages 19-23, 31-34 may not reproduce clearly

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Banking, Consumer Economics, *Course Content, *Course Objectives, Credit (Finance), Curriculum Guides, *Economic Education, Futures (of Society), Government Role, Housing, Individual Power, Job Application, Junior High School Students, Money Management, Secondary Education, Taxes

Ten economics units are outlined for junior and senior high school use. Taken together the units comprise a one-semester (18 week) course. General objectives include understanding the differences between a free-enterprise economy, a mixed economy, and a planned economy; explaining how the government of a country controls the use of paper money; describing the differences between monetary and fiscal policy; and recognizing economic problems that contribute to inflation, recession, and depression. The ten units cover content areas such as banking and money, taxes, credit and budgets, advertising, housing and major purchases, individual and government roles in protecting the future, aids to consumers, and job-seeking. For each unit the guide lists specific objectives and an outline of content. (AV)

Attitudes toward Art. Selected Results from the First National Assessment of Art.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.-NAEP-06-A-03
Pub Date-May 78
Contract-OEC-0-74-0506
Note-59p.; Funding information on inside front cover has been removed by ERIC; Photographs throughout document may not reproduce clearly
Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($2.40, paper cover)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Academic Achievement, Aesthetic Education, *Art Education, *Changing Attitudes, Creativity, Data Analysis, *Educational Assessment, Educational Needs, Educational Objectives, *Educational Research, Elementary Secondary Education, Evaluation Criteria, Knowledge Level, Learning Activities, Museums, Questionnaires, Socioeconomic Influences, *Student Attitudes, Student Interests, Surveys, Tables (Data)

Information is presented from a study of achievement and interest among students in age groups nine, 13, and 17 in the area of art education. Major objectives of the study were to generate information on how much time students spend enjoying works of art, how important they perceive art to be, how they evaluate works of art, what types of art they prefer, and differences among art activities and attitudes of students in different socioeconomic groups. The document is presented in five chapters. Chapter I concentrates on students' appreciation of art. Findings indicated that substantial numbers of students value art and pursue it in some form. Chapter II presents detailed information about student perceptions of art. Findings indicated that a majority of young people appreciate art but do not indicate a broad or sophisticated understanding of the nature or function of art in American culture. Chapters III and IV examine young people's general criteria for evaluating works of art. The final chapter offers conclusions, including that students have little experience with art museums and galleries, display varying attitudes toward art depending upon their socioeconomic background, and that schools should place more emphasis on aesthetic education programs. (DB)

ED 166 123 SO 011 516

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.-NAEP-07-CS-02

Pub Date-Mar 78

Contract-OEC-0-74-0506

Note-77p.; Funding information on inside front cover has been removed by ERIC; Figures 1-16 may not reproduce clearly in hardcopy due to small print type of original document

Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($2.45 paper cover)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Academic Achievement, Age Groups, *Citizenship, Comparative Analysis, Data Analysis, *Educational Assessment, Educational Research, Elementary Secondary Education, *Knowledge Level, National Surveys, *Political Attitudes, *Social Studies, Student Attitudes, Tables (Data), Trend Analysis

This report summarizes a study of citizenship and social studies attitudes and knowledge conducted by the National Assessment of Educational Progress. The survey of citizenship was conducted during the 1968-69 and 1969-70 school years; the survey of social studies was administered during the 1971-72 school year. During the school year 1975-76, items from both assessments were reassessed to determine changes in performance. Test items emphasized political knowledge and attitudes in five major content areas: constitutional rights, respect for others, structure and function of government, political process, and international affairs. In this report, the first five chapters describe results for each of the five content areas. Chapter six gives results for different population subgroups, and chapter seven presents interpretive remarks about the data by experts in the fields of citizenship and social studies. Many tables and charts supplement the written text in each chapter. (AV)

ED 166 124 SO 011 517

Cultures of the Non-Western World. Grade 9. Instructional Guide.

West Chester School District, Pa.
Note-40p.; For a related document, see SO 011 518
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Concept Teaching, *Course Content, Course Objectives, *Cross Cultural Studies, *Cultural Education, Cultural Interrelationships, Curriculum Guides, Educational Objectives, Global Approach, Grade 9, *Non Western Civilization, Secondary Education, *Social Studies, Social Studies Units, *World History
Identifiers-Africa, Asia (Southeast), China, Egypt, India, Japan

This curriculum guide presents nine units for the study of world cultures in the ninth grade. The guide has been designed as one component of an ongoing comprehensive social studies program. Among the social sciences concepts which the units develop are cultural diffusion, prejudice, task specialization, urbanization, nationalism, and ethics. Generalizations to be developed include that culture is a human universal and is in a constant state of flux, and that cultural interaction leads to cultural advancement. The first three units cover an orientation to world cultures, ancient Egypt, and the fertile crescent. The other six units, which can be taught in any sequence, examine the Moslem world, Africa, India, Southeast Asia, China, and Japan. Each of the units identifies specific objectives and gives a detailed outline of content. No instructional materials are identified. (AV)

ED 166 125 SO 011 518

Cultures of the Western World. Grade Ten. Instructional Guide.
West Chester School District, Pa.
Note-132p.; For a related document, see SO 011 517
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Ancient History, *Course Content, Course Objectives, Cultural Education, Curriculum Guides, Grade 10, Greek Civilization, Medieval History, Nationalism, Revolution, Secondary Education, *Social Studies, Social Studies Units, *Western Civilization, *World History
Identifiers-French Revolution, Germany, Great Britain, USSR

This curriculum guide presents nine units for the study of western cultures in the tenth grade. The units contain up to 13 lessons each and comprise a two-semester course. Content includes ancient Greece and Rome, the Middle Ages, the Renaissance and Reformation, Great Britain, France as a case study of revolution, Russia, and nationalism and the unification of Germany. For each lesson, information is presented on objectives, motivational activities, an outline of content, key words, and an evaluation activity. No instructional materials are identified. Activities involve students in defining terms, discussing relevant concepts in class, identifying time period and major characteristics of literature and art works, explaining how and why certain movements such as the Reformation arose in response to specific conditions, and drawing parallels between historic and current events. (AV)

ED 166 126 SO 011 521

Becker, James M., Ed.
Schooling for a Global Age.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date-79
Note-345p.
Available from-McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($12.50, hard cover)
Document Not Available from EDRS.
Descriptors-Affective Objectives, Annotated Bibliographies, Cognitive Objectives, Cultural Pluralism, Curriculum Development, *Educational Needs, *Educational Objectives, *Educational Philosophy, *Educational Practice, Educational Trends, Elementary Secondary Education, Futures (of Society), *Global Approach, International Studies, Multicultural Education, Nonformal Education, Program Descriptions, *Social Studies, Student Exchange Programs, World Affairs, World Problems

The book explores objectives, needs, and practices in the area of global education in elementary and secondary schools. Major purposes of the volume are to present a comprehensive, up-to-date examination of existing programs, characterize components of an ideal global education program, and provide advice to educators as they develop and implement global education programs. Major topics discussed in the nine chapters include a scenario of a visit to an imaginary world-centered school, evaluation of the impact of world events on everyday life, world-centered educational alternatives, obstacles in the path of global education perspectives, imperatives for global education programs, affective and cognitive objectives of global education for elementary schools, models of world-centered schools, international student exchange programs, and an agenda for global education action. The document concludes with an annotated bibliography arranged in six parts: (1) imperatives and issues, (2) instructional materials, (3) sources for additional materials, (4) pertinent periodicals, (5) projects, programs, and agencies, and (6) research studies. (DB)

ED 166 127 SO 011 522

Hannan, Michael And Others

The Impact of Income Maintenance on the Making and Breaking of Marital Unions: Interim Report. Research Memorandum 28.

Stanford Research Inst., Menlo Park, Calif. Center for the Study of Welfare Policy.

Pub Date-Jun 76
Note-153p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Changing Attitudes, Divorce, Experimental Programs, Family (Sociological Unit), Federal Programs, *Feminism, *Guaranteed Income, *Heads of Households, Marital Instability, *Marital Status, Mothers, One Parent Family, Racial Factors, Research Methodology, *Socioeconomic Influences, Surveys, Tables (Data)

This report examines the relationship between marital status change and enrollment in income maintenance programs for female heads of households. The report reviews the first 18 months of the Seattle and Denver Income Maintenance Experiments, which provide financial grants to low- and non-income families. Over 5,000 people enrolled in the program are categorized according to family type and race/ethnicity. Eligibility requirements are restricted to family units with at least two members whose household heads are between 18 and 58 years of age and whose 1970 incomes were less than $9,000 or $11,000, according to the number of heads. The sample includes all female heads of households and studies all changes in marital status for the 18-month period. Preliminary results indicate that the impact of income maintenance increases the rate of marriage dissolution. This effect can be understood when compared to the control programs (Aid for Dependent Children and food stamps): (1) income maintenance programs involve less stigma and make fewer demands than the control programs, and (2) guarantees are explained to all families on income maintenance so that they are aware of their eligibility even if the marriage dissolves. Also, the introduction of an income maintenance program may focus attention on problems in the marriage. The impact on remarriage differs according to race/ethnic groups. For black women the probability of remarriage increases considerably; for Chicanas the effects are opposite; for white women there is no discernible effect. (KC)

Shanker, Albert
The State of Our Union.
Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Convention of the American Federation of Teachers (62nd, Washington, D.C., August 21, 1978)
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle NW, Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Civil Rights, Collective Bargaining, *Educational Finance, *Educational Legislation, Federal Aid, Finance Reform, *Government Role, *Labor Unions, *Political Power, Tax Allocation, Teacher Associations, Teacher Militancy, Teacher Retirement

The following topics of immediate concern to the American Federation of Teachers are discussed in terms of their current status and future plans for action: (1) federal aid to education; (2) bilingual education; (3) pensions, benefits, and retirement; (4) effective lobbying; (5) civil rights; (6) collective bargaining and union membership; (7) Proposition 13 and its impact; (8) labor law reform; and (9) tuition tax credits. (JD)

ED 166 129 SP 013 146

Califano, Joseph A., Jr.

Remarks of Secretary Joseph A. Califano, Jr., Department of Health, Education, and Welfare to the American Federation of Teachers 62nd Annual Convention.

Pub Date-Aug 78
Note-23p.; Paper presented at the Annual Convention of the American Federation of Teachers (62nd, Washington, D.C., August 21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Objectives, *Federal Aid, *Federal Regulation, Organizational Effectiveness, *Public Schools, School Responsibility, *School Role, Social Disadvantagement, Teacher Centers, *Teacher Responsibility, Urban Education

The role and responsibility of the public schools and teachers are described with special emphasis on urban education. The advances that have been made in dealing with disadvantaged youth as well as the problems remaining are pointed out. Sources and uses of federal aid are discussed, but a warning is issued on the dangers of overdependence on the federal government which may lead to loss of autonomy. (JD)

ED 166 130 SP 013 235

Newman, Ian M. And Others

Attitudinal and Normative Factors Associated with Adolescent Cigarette Smoking.

Pub Date-Oct 78
Note-29p.; Paper presented at the Annual Meeting of the American Public Health Association (Los Angeles, California, October 16, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adolescents, *Behavior Patterns, *Health Education, Parent Influence, Peer Influence, Secondary Grades, *Smoking, Social Behavior, *Student Attitudes, Teacher Influence

This paper describes an attempt to use a model of behavioral intention as a diagnostic tool to provide useful data for the preparation of health education programs for adolescents in the area of cigarette smoking. The theory of this model is that a person's behavior is a function of their behavioral intention which, in turn, is a function of their attitude towards a behavior and their perception of subjective or social norms concerning that behavior. Participants in testing this model were high school students in the upper three grades. Questionnaires were designed to indicate students' attitudes on smoking, reasons for smoking or not smoking, and the extent of the influence of significant others on their decisions. It is stated that use of this model provides a qualitative as well as a quantitative understanding of cigarette smoking by high school students. Included in this document are samples of questionnaires submitted to participants and tabular analysis of results. (JD)

ED 166 131 SP 013 236

Newman, Ian M. And Others

Cigarette Warning Labels as Educational Devices.

Pub Date-Oct 78

Note-23p.; Paper presented at the Annual Meeting, American School Health Association (Dearborn, Michigan, October 12, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Adolescents, *Communication (Thought Transfer), *Critical Reading, Educational Attitudes, Effective Teaching, *Health Education, Language Usage, Response Mode, *Smoking

Identifiers-*Advertising

This paper reports an investigation on the educational impact of warning labels on cigarette packages on adolescents. Subjects were asked to identify the locations of warning labels on cigarette packages and advertising and to restate the warning label. Results indicated that official warnings may be well known in general terms but poorly known in specific terms. It is suggested that if mass public warning statements about health are educational devices, they should be developed and pretested with care and evaluated before they are widely disseminated. (JD)

ED 166 132 SP 013 269

Let's Explore Our Playground.
Kuring - gai Coll. of Advanced Education, Lindfield (Australia).
Spons Agency-New South Wales Dept. of Education, Sydney (Australia).
Pub Date-77
Note-20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Discovery Learning, *Early Childhood Education, *Learning Activities, Observation, *Outdoor Education, Physical Environment, *Playgrounds

Ways in which a playground may be used an an area for young children's education are described. Techniques for encouraging children to observe, explore, and investigate are pointed out, and the implications for future learning implicit in these skills are noted. (JD)

ED 166 133 SP 013 522

McClenaghan, Bruce

Personalizing Motor Development for the Elementary Child.

Pub Date-Jun 78
Note-19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Ability Identification, Elementary Education, Elementary Grades, Individualized Instruction, Learning Processes, Motor Development, Performance Factors, *Physical Education, *Psychomotor Objectives, *Psychomotor Skills, Student Evaluation, Teacher Attitudes, *Teaching Techniques

The ways in which a physical education program for elementary school children of all ability levels may be developed are examined. Central to this subject is knowledgeable and systematic observation of each child's physical movements on the part of the teacher. The physical educator must develop skills of the mechanics of human movement to identify those students who need a program of remedial motor activity. Emphasis is placed on treating all children equally, modifying teaching styles to meet the needs of all students, and identifying those who require specialized physical education. An example of a child's deficient throwing pattern is presented, and an example of how an instruction plan could be developed for improving the child's performance is outlined. (JD)

ED 166 134 SP 013 572

Clark, Christopher M. Yinger, Robert J.

Methods for Discovering Cues Used by Judges: Two Working Papers. Research Series No. 11.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0073
Note-14p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Cues, Educational Research, Literature Reviews, Policy, Research Criteria, *Research Methodology, Research Tools, *Statistical Analysis, *Teacher Behavior, *Teacher Characteristics, Teaching Methods
Identifiers-*Teacher Judgment

Two research papers focusing on approaches and methods for discovering cues used by teachers in making judgments in the classroom are presented here. The approaches described in the first paper are: review of empirical and theoretical literature concerning the objects to be judged and the behavior of judges; interview of judges to determine what they believe the salient cues are; participant observation of situations in which the judgments of interest are taking place; and choice of very simple objects to be judged. The quantitative methods for discovering cues are listed in the second paper as follows: prespecify a large list of potentially relevant cues and then use observation and regression analysis to narrow the list; use the semantic differential; use multidimensional scaling; and use Kelly's Role Repertory Test. References are included. (DS)

Clark, Christopher M.

Choice of a Model for Research on Teacher Thinking. Research Series No. 20.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0073
Note-15p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Behavioral Science Research, *Classroom Techniques, *Cognitive Processes, *Decision Making, Educational Research, *Interaction Process Analysis, Models, *Research Methodology, *Teacher Behavior

Two models for research on teacher thinking are discussed: the decision-making model and the information-processing model. Research on teaching guided by the decision-making model focuses upon explaining and understanding deliberate teacher activity and is deemed more appropriate for situations in which the teacher has sufficient time and incentive to deliberately decide what to do than it is in the fast-paced context of classroom interactions. In contrast, the information-processing model focuses on how the teacher limits and structures the environment in which he or she must act. Two studies, one using the decision-making model and the other the information-processing model, are examined. It is hypothesized that differences in these areas are due mainly to differences between the models used to conceptualize and guide the research. It is generally concluded that research guided by a decision-making model of teaching tends to be highly controlled, focusing on the decision-making behavior of teachers in situations defined by the researcher. Research guided by the information-processing model, on the other hand, tends to be descriptive, exploring the ways teachers define the situations in which they work and how they cope with a complex classroom environment. (JD)

Schmid, W. William

Retirement Systems of the American Teacher.

American Federation of Teachers, Washington, D.C.
Pub Date-71
Note-168p.; Not available in hard copy due to small type
Available from-Fleet Academic Editions, Inc., 160 Fifth Avenue, New York, NY 10010 ($15.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Needs Assessment, Older Adults, Program Administration, Program Evaluation, Rating Scales, *State Programs, *Systems Analysis, Systems Development, *Teacher Retirement, *Teacher Welfare
Identifiers-*Teacher Pensions

The descriptive-analytical detail of this study provides confirmation of the generality that, if teachers continue with the profession long enough, they will retire with allowance payments close to or even below poverty levels. The research reviews most aspects of teacher retirement including: (1) historical and philosophical background; (2) overall and administrative view of retirement systems; (3) financial operations of state-wide retirement systems; (4) the social security system and its relation to teacher retirement; (5) typical retirement plans and benefits; (6) disability retirement; (7) mandatory retirement, vesting retirement, and creditable years of service; (8) the mobile teacher; (9) death and survivor benefits; and (10) cost of living needs. All state programs for teacher retirement are analyzed and evaluated, and recommendations are provided for systems improvement in each state system. A bibliography is also provided. (DS)

ED 166 137 SP 013 724

Ciampa, Bartholomew J.

Multicultural Education: Where Do We Go From Here?

Pub Date- 78
Note-13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-College Faculty, *Cultural Pluralism, Cultural Traits, Ethnicity, *Ethnic Stereotypes, *Higher Education, Italian Americans, *Multicultural Education, *Social Attitudes, Social Integration, Teacher Education

It is pointed out that establishing classroom environments enabling students to actively engage in cross-cultural interaction and communication is essential to the success of a culturally pluralistic society. In this examination of an effective multicultural teacher education program it is implied that each institution has the responsibility for retraining faculty in attitudes conducive to cultural integration. Using the Italian American as an example of an ethnic group, five typical negative means of stereotyping are identified: (1) occupation class; (2) custom, religion, and politics; (3) natural inclinations; (4) illiteracy, crime, and delinquency within geographical areas; and (5) derogatory characterization. A single course on ethnic culture presented by a member of that particular ethnic group is regarded as limited and nonproductive; instead, an integrative approach is suggested for a complete multicultural curriculum. Each course in such a curriculum could be modified to include multicultural elements. Such considerations as the contributions by individuals from diverse cultural backgrounds, religious, or political affiliations, and persons with divergent personal characteristics or preferences would enrich such a curriculum and provide a wholesome culturally pluralistic environment. (JD)

ED 166 138 SP 013 728

Zeigler, Earle F. And Others
History of Physical Education and Sport.
Pub Date-79
Note-292p.
Available from-Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632
 ($12.95)
Document Not Available from EDRS.
Descriptors-*American History, *Ancient History, Anthropology, Athletics, Dance, Games, Gymnastics, *Medieval History, *Modern History, *Physical Activities, *Physical Education, Physical Fitness, Play, Recreational Activities

Competitive sports and games, feats of strength and coordination, and other physical activities throughout recorded time are examined and placed in perspective with physical education and sport as it is known in the field today. Four chapters of this book relate the history of sport and physical education in early societies, the middle ages, modern times, and in North America. A final chapter looks at physical education and sport in an historical perspective. (JD)

ED 166 139 SP 013 734

Organizing Independent Learning: Intermediate Level (Minicourse 15) Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Environment, Elementary School Students, *Independent Study, Individual Study, *Inservice Teacher Education, Instructional Materials, *Intermediate Grades, *Programed Materials, Skill Development, *Teaching Skills, Validated Programs

An inservice teacher education learning module is described which focuses on skill building in organizing independent learning in intermediate level classrooms. Content of the minicourse emphasizes acquiring information and practicing skills of helping pupils understand independent work, solve problems, and accept delayed teacher response, and of combining independent activity and small-group instruction on a permanent basis. Information is provided about course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 140 SP 013 736

Enriching Literature Experiences of Children. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Contract-400-76-0091

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Childrens Literature, *Experiential Learning, *Inservice Teacher Education, Instructional Materials, Language Arts, Literature Appreciation, Primary Education, *Program Descriptions, Reading Skills, Self Actualization, *Self Concept, *Teaching Techniques, Validated Programs

The intent of the inservice teacher education program described here is to allow teachers to focus on the possibilities that literature holds as a learning tool in children's education. Children's literature is interpreted here as a teaching device that contributes to both the child's skills in English language arts and reading and to his/her development as a self. The material is arranged in a series of activities that are designed to develop specific activity-related competencies. Information is provided on the program purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (DS)

ED 166 141 SP 013 737

Learning Centers in the Classroom (Part of the Series: Developments in Classroom Instruction). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Techniques, Elementary Education, Independent Study, *Inservice Teacher Education, *Learning Laboratories, *Program Development, *Programed Materials, *Teaching Skills, Validated Programs

The inservice teacher education package described here focuses on skill building in instructional, organizational, and managerial classroom techniques for developing and implementing learning centers. Seven specific learning centers are discussed, the subjects including microscopes, telling time, China, mathematics, economics, and adjectives. Directions on how to develop each learning center are outlined. Information is provided on the content, purposes, activities, and resources involved with the inservice package. A critique, ordering information, and a history of development of the package are also included. (DS)

ED 166 142 SP 013 740

Dialects and Dialect Learning. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 77

Contract-400-76-0091

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Dialect Studies, Elementary Secondary Education, *English Instruction, *Inservice Teacher Education, Instructional Materials, *Language Standardization, *Nonstandard Dialects, Phonetic Transcription, *Programed Materials, *Speech Instruction, Validated Programs

Understanding the nature of American dialects and the basic issues involved in teaching a standard English to speakers of nonstandard dialects is the subject of the inservice teacher education learning package described here. Inservice topics covered are broad phonetic transcriptions of speech and analyzing nonstandard features occurring in speech; concepts about American dialects; and the issue of bi-dialectualism. The participant learns to listen for and record the grammatical, lexical, and phonological construction most frequently found in nonstandard dialects. Information is provided on course content, purposes, resources, activities, and history of development. A critique and ordering information are also included. (DS)

ED 166 143 SP 013 741

The L.E.A.S.T. Approach to Classroom Discipline. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Class Management, *Classroom Techniques, *Discipline, Discipline Policy, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Materials, *Program Descriptions, Teaching Skills, Validated Programs

The inservice teacher education program described here focuses on a system of employing minimum action in order to attain and maintain effective classroom discipline, and offers a survival strategy for the classroom teacher. The product title is an acronym for the five steps or options outlined for achieving classroom discipline: (1) leave things alone because no problems are likely to occur; (2) end the action indirectly because behavior is disrupting the classroom; (3) attend more fully because more information or communication is needed; (4) spell out directions because disruption or harm will occur; and (5) track student progress to evaluate and reinforce student behavior. Information is provided concerning program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

Guide to Implementing a Girls' and Women's Sports Commission.

Colorado Commission on Women, Denver.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Education Equity Act Program.
Pub Date- 78
Note-67p.
Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 ($1.50 plus 20 percent postage)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Athletic Programs, Budgeting, *Equal Education, Females, Mass Media, *Planning Commissions, Program Coordination, Program Descriptions, *Program Development, *Program Guides, Sex Discrimination, *State Programs, *Womens Athletics

The materials and information presented in this guide are designed to facilitate replication of the Colorado Girls' and Women's Sports Commission design throughout the United States. Topics such as project organization, grant procurement, budget development, and media coordination are discussed, and information is provided to help coaches, physical educators, recreational personnel, athletic administrators, and sports information people promote and improve sports participation opportunities for girls and women. Personnel job descriptions, sample press releases, and guidelines for program evaluation are also included, as well as a bibliography. (DS)

ED 166 145 SP 013 763

Zeichner, Kenneth M.

The Student Teaching Experience: A Methodological Critique of the Research.

Pub Date-Feb 78
Note-86p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, Nevada, February 1978)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Behavioral Science Research, Comparative Analysis, *Educational Research, *Models, Preservice Education, Psychometrics, Research Design, *Research Methodology, Socialization, *State of the Art Reviews, Statistical Analysis, *Student Teaching, Success Factors, Teacher Attitudes, *Teacher Behavior

The issue of what educational research has illuminated to date about the universally accepted practice of student teaching is discussed in this paper. A critical review is provided of selected literature on student teaching within the context of two contrasting paradigms for conducting educational research: psychometric and social-anthropological. Most of the research that has been conducted falls within the dominant perspective of the psychometric paradigm under the following five major categories: (1) student teacher attitudes and personality characteristics; (2) the socialization of student teachers; (3) predictors of success in student teaching; (4) interpersonal relationships in student teaching; and (5) experimental attempts to modify student teacher behaviors. All of these categories are reviewed in depth. It is argued, however, that more emphasis should be placed on the social-anthropology paradigm. Extensive references are provided. (DS)

Schreiber, Fred O. Anderson, Robert L.

Inservice Education Preferences of Teachers.

Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Comparative Analysis, Conferences, Data Analysis, *Educational Alternatives, *Inservice Programs, Inservice Teacher Education, Program Budgeting, *Program Development, *Questionnaires, Statistical Analysis, *Teacher Attitudes, Teacher Workshops

A teacher inservice preference questionnaire was used to identify, categorize, and compare inservice preferences of educators, and findings indicated that workshops were ranked first as the inservice activity most preferred with conventions and professional conferences least preferred. Other categorical analysis indicated that professional development committees were the most preferred for planning, providing resource personnel, and evaluating professionalism. Governing boards were the first preference for budgeting for developmental activities. Differences exist on the motivation dimension of a theoretical model for the following categories: incentives, aspirations, expectations, and satisfactions. The sample ranked the expectations category first, incentives second, aspirations third, and satisfactions fourth as factors associated with successful inservice programs. (DS)

ED 166 147 SP 013 766

Croft, Doreen J.

Parents and Teachers: A Resource Book for Home, School, and Community Relations.

Pub Date-79

Note-250p.

Available from-Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002 ($7.95)

Document Not Available from EDRS.

Descriptors-Behavior Problems, *Child Development, Child Rearing, Elementary Education, Evaluation Criteria, *Family School Relationship, Home Visits, Parent Counseling, *Parent Participation, Parent Role, *Parent Teacher Conferences, *Parent Teacher Cooperation, *Resource Guides

Attempting to assist teachers in involving parents more completely in school life, this resource guide provides information and ideas on working and communicating with parents, parent-teacher meetings, and parent guidance. Part one of the book discusses the importance of sensitive communications, individual differences, and protocol. Part two deals with specific kinds of parent-teacher meetings and activities. Part three provides teachers with some guidelines for answering some of the typical questions that many parents believe teachers should be able to answer. In the Appendix of Resources, a compilation of checklists, parent and teacher evaluation forms, referral agencies, and planning schedules is offered. The book is directed primarily toward elementary school teachers. (DS)

Krueger, Christine
Universities and Teacher Education Centers in Florida.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 78
Grant-G007700121 A01
Note-94p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*College Role, Inservice Programs, *Inservice Teacher Education, *Needs Assessment, *Program Improvement, *Schools of Education, Statistical Analysis, *Teacher Centers, Teacher Education, Universities
Identifiers-*Florida

This report focuses on the role of universities in teacher education centers in the state of Florida as well as on some of the issues and impacts related to that role. Research makes it clear that universities, almost entirely through colleges of education, have contributed substantially to the improvement of inservice education. Several factors have combined, however, to limit both that contribution and the potential role of colleges of education in Florida's teacher education centers. These factors include: (1) the focus on inservice education; (2) the weakness in collaborative relationships; (3) the lack of Teacher Education Center (TEC) program development in the universities; (4) policy instability; (5) shortage of resources; (6) the larger university system; and (7) the tenuous development of university organization for TEC activity. The institutionalization of TEC roles would help consolidate TEC goals as part of the university mission and lessen anxieties about the role of universities in teacher education centers. (DS)

ED 166 149 SP 013 768

Woodley, Cornett Keem, George

The Helping Hand: A Tutorial Program.

Pub Date-Feb 76
Note-6p.; Paper presented at the Association of Teacher Educators National Conference (St. Louis, Missouri, February 4-7, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Cooperating Teachers, Elementary Education, *Field Experience Programs, Individual Instruction, *Preservice Education, Programed Tutoring, *Remedial Instruction, Teacher Education, *Tutorial Programs

A program designed to provide field based experience to students of education by engaging them in tutoring activities in elementary schools is described. This direct first-hand teaching experience is offered at the sophomore level of college. One important feature of the program is the control that each child's teacher has over the tutoring experience. The tutor must have a preliminary conference with the classroom teacher in which a specific task is identified, materials selected, and instructional strategies planned. Before beginning tutorial service the tutor makes an in-class observation of the pupil to be tutored. Teachers at participating schools assign tutors to children with specific remedial needs. Special arrangements are made for youngsters with various kinds of handicaps. At the conclusion of the assignment tutors are evaluated by their respective cooperating teachers, and the evaluations are forwarded to the appropriate university instructor. (JD)

ED 166 150 SP 013 769

Thompson, John F.

Using Role Playing in the Classroom. Fastback 114.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-38p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75 nonmembers, $0.60 members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Behavior Patterns, *Class Activities, *Group Dynamics, Role Perception, *Role Playing, Teaching Methods, *Teaching Techniques

The use of role playing as an instructional technique is discussed. The following facets of this subject are covered: (1) role playing as an instructional strategy; (2) the process of role playing spontaneity; (3) the warm-up for role playing; (4) role-playing techniques, establishing characters and the leader's role; (5) sharing the role-playing experience; (6) directing a classroom role play; (7) examples of role-play activities; and (8) recommended resources for teachers. (JD)

ED 166 151 SP 013 770

Individualization of Instruction: A Programmed Approach. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, *Program Development, *Programed Texts, Self Evaluation, *Teacher Improvement, *Teaching Methods, Validated Programs

An inservice teacher education program is described in which participants experience one method of individualizing instruction through use of programmed learning workbooks and in the presence of a group leader. Inservice topics covered include self-appraisal, analysis tools, and Kurt Lewin's theory of force field analysis. Objectives are to deal with an overview of individualizing instruction and to provide action steps in evaluating and implementing individualized instruction and learning. Information is provided on program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 152 SP 013 771

Design and Development of Curricular Materials. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Curriculum Design, *Curriculum Development, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Program Descriptions, Teacher Programs, Teaching Skills, Validated Programs

An inservice teacher education program is described, the objective of the course being to teach users to design curricula in such a way that individualized instruction can be efficiently and effectively achieved. The structured-curriculum model is presented and is the basis of the approach. Inservice topics specifically focus on skill building in the areas of selecting instructional goals, specifying instructional methods, and writing individualized tests and materials. Information is provided on program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 153 SP 013 772

Individually Guided Education (Project PLACE - Personalized Learning Activity Centers for Education). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-0091

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Elementary Education, *Individualized Instruction, Inservice Teacher Education, *Instructional Materials, Learning Processes, *Mathematics, Parent Teacher Cooperation, *Program Development, *Reading, Skill Development, Teaching Methods, Validated Programs

The instructional materials described here are designed for teachers and administrators who are interested in establishing an individually guided educational program at the elementary school level. The topics addressed are individualized instruction and methods of planning and implementing such a program. The goal of the program is to develop skills in working in open-space, nongraded situations, in teaching individualized instruction, and in forming appropriate teaching strategies. Primary emphasis is placed on teaching reading and mathematics. Information is provided on the purposes of the instructional materials as well as content, activities, resources, and history of development. A critique and ordering information are also included. (JD)

Five Steps to Effective Tutoring for S-R Learning (Two Semester Hour Course: Ed 514R 20). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Correspondence Courses, Course Descriptions, *Home Study, *Individual Instruction, Inservice Teacher Education, *Instructional Materials, Lay Teachers, Programed Tutoring, Teaching Techniques, Training Techniques, *Tutoring, *Tutors

An inservice teacher education course is described in which the objective is to train adults in the use of specific tutoring techniques and procedures for helping a child master any objective that involves stimulus-response learning. Inservice topics covered in the course include selection of appropriate instructional outcomes, pretesting and recording student's progress, and general and specific tutoring techniques. Information is provided on course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 155 SP 013 778

Competency Based Teacher Education: Instructional Strategies (Overview of a Nine-Part Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Community Resources, *Educational Strategies, *Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Learning Modules, Middle Schools, Open Education, Peer Evaluation, *Performance Based Teacher Education, Preservice Education, *Program Descriptions, Secondary Schools, Tutoring, Validated Programs

The nine modules in the program described here are designed to enhance the professional competency of teachers interested in learning how to use instructional strategies to promote individualized instruction. The approximate time required for completion of this competency based program is 42 hours. A module instructor is needed as a resource person and for purposes of evaluation. Video or audiotape equipment is required for at least one module. This program description includes information on course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 156 SP 013 779

Individually Guided Education (IGE). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Educational Alternatives, Elementary Education, *Individualized Curriculum, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Middle Schools, *Orientation Materials, *Resource Materials, Validated Programs
Identifiers-*Individually Guided Education

Announcement is made of the availability of materials for the use of all education personnel involved in assisting schools in implementing Individually Guided Education (IGE) programs. Described are: the implementor's manual, the basic tool for the program; the required text, INDIVIDUALLY GUIDED ELEMENTARY EDUCATION; 11 different simulations titled ``Franklin Elementary School Simulations''; the ``IGE Performance Objectives Resource File''; the ``IGE Performance Objectives'' brochure; the ``IGE School Kit'' (filmstrips, cassettes, and overheads with instruction manual); and the ``Directory of IGE Implementors and Coordinators.'' The distributor's name and address and the approximate costs of each component are included in this announcement. (JD)

ED 166 157 SP 013 780

One-Day Instructional Programming Workshop. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Education, Individualized Instruction, *Individualized Programs, *Inservice Teacher Education, *Instructional Materials, Simulation, *Teacher Workshops, Teaching Models, Validated Programs
Identifiers-*Individually Guided Education

Described is a one-day program providing those persons implementing Individually Guided Education (IGE) programs with a simulated experience

of applying an Instructional Programming Model (IPM) to a curricular area. The goal is to develop the major concepts and skills necessary to operationalize an IPM. Information is provided on the program purposes, content, activities, resources, and history of development. Ordering information about the products needed for the program and a critique are also included. (JD)

ED 166 158 SP 013 781

Evaluation of Team Teaching and Children's Continuous Progress (Module VI). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Audiovisual Instruction, *Continuous Progress Plan, Elementary Secondary Education, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Parent Teacher Conferences, Small Group Instruction, Student Evaluation, *Team Teaching, Validated Programs

The focus of the teaching module described here is on methods of evaluating the pupil's progress in a team teaching situation and use of the parent-teacher conference as an evaluation technique. Emphasis is placed on understanding the need and purposes of continuous progress reporting (on the pupil and the program itself) and the means by which it can be accomplished. The techniques offered may be used from grades kindergarten through the secondary level. Information is given on the program purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (JD)

ED 166 159 SP 013 782

The Roles of the Professional and Paraprofessional Personnel in Team Teaching-Module II. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Class Management, Elementary Secondary Education, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Modules, *Paraprofessional School Personnel, Teacher Role, *Team Teaching, Validated Programs

The inservice teacher education module described here focuses on helping teachers gain the knowledge and skills needed for implementation of an effective team, the emphasis being on the purposes, methods, and techniques for individualizing instruction and team planning. Information is provided on the program's purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (DS)

ED 166 160 SP 013 784

Sinnott, Jane Dynda

Development of an Elementary Curriculum for a "Women's Week": Women Yesterday, Today, and Tomorrow."

Montgomery County Commission for Women, Rockville, Md.

Pub Date- 78

Note-13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Career Opportunities, *Curriculum Development, *Demonstration Programs, Elementary Education, *Females, History, *Instructional Materials, Program Development, Sex Role, *Sex Stereotypes, *Womens Education

Without formal funding, parents and teachers developed a week's activities for grades K-6 at a Montgomery County (Maryland) elementary school. The week involved explorations of women's history, changing roles for women and men and boys and girls, and occupational alternatives for both sexes. The report includes a guide for others who may want to duplicate this activity in their elementary schools. Some of the activities/ideas that were most successful are also included. (Author/DS)

ED 166 161 SP 013 785

Bagby, Sara Ayers Cooney, Stephanie Heatwole

The Individual as Teacher: Caring, Creating, and Coping.

Home Economics Education Association, Washington, D.C.
Pub Date-78
Note-55p.
Available from-Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. (Publication A261-98434, $3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Class Management, Educational Resources, *Effective Teaching, Humanistic Education, *Interpersonal Relationship, *Self Evaluation, *Teacher Behavior, *Teacher Characteristics, Teacher Education, Teacher Response

Focusing primarily on the humanistic components of the educator's role, this document was developed as a resource to assist educators with the process of self-evaluation for use as a basis when planning professional development goals. The three major categories included are interpersonal relations, intrapersonal relations, and management. The content has been organized so that it has broad applicability for inservice teachers and prospective teachers, as well as supervisors, administrators, and related specialists. The objective is to stress the importance of a teacher's individuality in facilitating learning. Self-evaluation forms are included along with selected references. (DS)

ED 166 162 SP 013 786

Kaufman, Mary Alice Kaufman, Jack

Frontiers of Membership: The Local ATE Unit.

Pub Date-Feb 79
Note-8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, Florida, February 19-22, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Group Activities, Organization, Professional Associations, *Teacher Associations, *Teacher Educators
Identifiers-*Association of Teacher Educators

The importance of local units in strengthening the state, regional, and national membership of the Association of Teacher Educators is emphasized. The activities of the Mercer County, West Virginia, Association of Teacher Educators are described and a copy of the constitution of this unit is appended to this document. (JD)

ED 166 163 SP 013 787

Freeman, Donald J. And Others
Survey of M.S.U. Graduates of Five Student Teaching Programs: Trends and Long-Range Outcomes of Student Teaching Programs Suggested by a Survey of Michigan State University Graduates and Their Supervisors.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date-Jan 79
Note-142p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Beginning Teachers, College Graduates, *College Supervisors, *Comparative Analysis, Followup Studies, *Graduate Surveys, Preservice Education, *Program Effectiveness, Questionnaires, Statistical Analysis, Student Teaching, *Teacher Employment, *Teacher Programs

This report summarizes responses to an 84-item survey completed by 536 of 994 randomly selected graduates of Michigan State University. The sample includes graduates of five teacher preparation programs (regular, cluster, and overseas student teaching, elementary intern, and competency-based four enrollment periods. The report also reviews responses to a 43-item questionnaire completed by 236 of the 269 supervisors identified by active teachers in the sample. The most significant findings include: (1) There has been a slight decline in the percent of graduates who secure teaching positions; (2) There has been a dramatic increase in the number who enter the profession as substitutes, paraprofessionals, or part-time teachers; (3) There are no significant differences among programs on any of the five subscales embedded within the surveys self-ratings of performance, supervisor ratings of performance, supervisor ratings of commitment to teaching, graduate ratings of the contribution of student teaching to skill development, and general satisfaction with student teaching; (4) The turnover rate is highest among young, untenured teachers; (5) There are significant program differences on several specific items that focus on employment histories, attitudes, or personal characteristics; and (6) graduates are generally satisfied with the student teaching experience and view the opportunity to teach at more than one grade level or subject area as its most valuable subcomponent. An appendix provides examples of questionnaires, and a bibliography is also included. (Author/DS)

ED 166 164 SP 013 788

Kapel, Marilyn B.

Accommodating Reading Levels in a Subject Area Classroom: A Six-Step Model for Pre- and In-Service Training.

Pub Date - 78
Note - 10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors - Cloze Procedure, Complexity Level, Elementary Secondary Education, Inservice Courses, Preservice Education, Reading Ability, *Reading Comprehension, *Reading Level, *Reading Tests, *Student Evaluation, *Teacher Education

An outline is given of a model procedure by which teachers can ascertain the reading level of students so they may match the students' ability in reading comprehension with the subject content of a course. This six-step model may be viewed as a continuum of material and student assessment, teaching, evaluation, and reassessment of material and student match. A Cloze test and vocabulary recognition test are first given to the students. The teacher then follows these steps to assure maximum comprehension of the subject: (1) determine the approximate level of difficulty of the books that are to be used by the students; (2) determine the students' proficiencies in the use of assigned textbooks and find an approximate reading level for less able students; (3) provide reading material at a variety of reading levels; (4) read the material in advance looking for obstacles to comprehension; (5) prepare the students for the ideas, vocabulary, and main objectives of the reading selection; and (6) follow up each lesson to ensure comprehension of the essential elements inherent in the lesson. (JD)

ED 166 165 SP 013 790

Mundy, Jean Odum, Linda

Leisure Education: Theory and Practice.

Pub Date-79

Note-244p.

Available from-John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($13.95)

Document Not Available from EDRS.

Descriptors-Adult Education, *Behavior Patterns, History, *Leisure Time, *Quality of Life, *Recreational Activities, Recreationists, Social Attitudes, *Social Values

Identifiers-*Leisure Education

This book serves to provide a philosophical underpinning and overview of leisure education as well as an emphasis upon the approaches and strategies that can be utilized in enabling people to enhance the quality of their own lives in leisure. (Authors)

ED 166 166 SP 013 791

Getchell, Bud

Physical Fitness: A Way of Life. Second Edition.

Pub Date-79
Note-352p.
Available from-John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($7.95)

Document Not Available from EDRS.

Descriptors-Body Weight, *Cardiovascular System, *Exercise (Physiology), Health, Heart Rate, *Human Body, Lifetime Sports, Nutrition, *Physical Activities, *Physical Fitness, Preventive Medicine

The basics of physical fitness and information for developing a systematic program of exercise and physical activity for the individual are outlined. This book is divided into three major areas. Part one contains chapters dealing with basic physical fitness, understanding the human body and its needs, and methods of appraising individual fitness. In the second section chapters deal with individual conditioning exercises, conditioning for cardiorespiratory endurance, advanced conditioning methods, and weight training. The final part examines additional concerns related to physical fitness. Nutrition, weight control, and exercise are discussed as well as activity and heart disease. The relative merits of various sports and physical fitness are also considered. The appendix includes test scores for women and men, a body composition chart, and physical fitness profile charts. A glossary of terms is included. (JD)

ED 166 167 SP 013 793

Corwin, Thomas R Mancini, Michael

A Psychophysical Test for Retinitis Pigmentosa.

Pub Date-Oct 78

Note-8p.; Paper presented at the Annual Meeting, Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978) ; Graph on page 6 may not reproduce clearly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Eyes, *Medical Research, Ophthalmology, Physiology, *Vision Tests, *Visual Acuity, *Visually Handicapped, Visual Perception

Identifiers-*Retinitis Pigmentosa

A new test designed to detect an hereditary eye disease called retinitis pigmentosa (RP) is described. This condition is revealed by pigmentation in the retina, but early diagnosis is difficult because the symptoms are subtle, and since it is genetically recessive it frequently occurs in families with no history of early blindness. In many cases RP results in gradual loss of vision and eventual blindness. The test for this problem is in a developmental stage and involves electrical signals picked up from a contact lens electrode placed on the subject's cornea. The responses of the eye to brief flashes of light may thus be recorded and charted and compared to those of subjects with normal vision. (JD)

ED 166 168 SP 013 794

Ebert-Flattau, Pamela

Health and Health Services Research: Emerging Behavioral Science Careers.

Pub Date-Jul 78

Note-23p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, July 31, 1978) ; Small print in tables may not reproduce clearly

EDRS Price MF-$0.83 HC-[illegible].67 Plus Postage.

Descriptors-*Behavioral Science Research, *Career Opportunities, Doctoral Degrees, Federal Aid, *Health Services, Job Market, Occupational Choice, Psychology, *Research Opportunities, Trend Analysis

Viable employment options for persons entering the field of behavioral research are examined, and the need for such research in the field of health services is discussed. The following statistics are presented in tabular form: (1) number of doctorates awarded annually in psychology with five year intervals, 1920-1974; (2) age of psychology doctorates in 1977; (3) employment prospects of 1969-76 behavioral Ph.D.'s; (4) employment plans of 1969-76 behavioral Ph.D.'s; (5) type of employer for doctorates employed full- or part-time in psychology excluding postdoctoral appointees in three fiscal years: 1973, 1975, and 1977; (6) type of employer for doctorates employed full- or part-time in psychology excluding postdoctoral appointees: 1934-1976 cohort and 1971-1976 cohort; (7) committee recommendations for predoctoral and postdoctoral awards in the behavioral sciences; (8) committee recommendations for predoctoral and postdoctoral awards in health services research; and (9) major research problem areas for those focusing on health services research. (JD)

ED 166 169 SP 013 796

Nerenz, Anne G., Comp. Knop, Constance K., Comp.

The Supervision of Teachers: A Selected Annotated Bibliography. Bibliographies on Educational Topics No. 10.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Note-36p.

Available from-ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Administrative Personnel, *Annotated Bibliographies, *Behavior Change, Classroom Observation Techniques, College Supervisors, Cooperating Teachers, Inservice Programs, Instructional Improvement, Self Evaluation, *Supervisory Methods, *Teacher Supervision

Identifiers-Information Analysis Products

Focusing on various facets of the supervision of teachers in all capacities, this selected annotated bibliography was prepared for those cooperating teachers, student teachers, university supervisors, school supervisors, administrators, and other school personnel who wish to investigate in greater detail any number of aspects of the theory and process of supervision. More specifically, this work provides references to, and content summaries of, texts and articles on both the theoretical models and the more practical styles and techniques of supervision. In addition, each annotation includes a brief evaluation of the usefulness or application of the entry to a particular style of supervision. The bibliography includes sections on: History and Development of Teacher Supervision, Theories of Power and Behavioral Change, Major Theories and Models, Inservice Supervision, The College/University Supervisor: Changing Roles and Responsibilities, The Developing Role of the Cooperating Teacher, Observational Instruments, and Conferencing Techniques. Citations are from 1965 onward. (Author/DS)

Knox County Educators Guide.

Knox County Schools, Barbourville, Ky.
Pub Date- 78
Note-273p.; Some pages with colored background may not reproduce clearly
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Career Education, Conservation (Environment), Consumer Education, *Curriculum Guides, Drug Education, *Elementary Secondary Education, *Rural Schools, Self Determination, Staff Improvement, *Student Development, Vocational Education

The purpose of this manual is to provide teachers in an economically depressed rural school system with methods and techniques for implementing five mandated programs career, character, consumer, alcohol and drug, and environmental education into the ongoing curriculum of the schools. Unit outlines are provided for each grade level from kindergarten through grade 12. Suggested reading and activities are included in each unit as well as the objectives of each subject area. The teacher is expected to teach two units assigned to her or his grade level and is free to include any other unit. Emphasis is on career choices and vocational training at the secondary education level. Available resources for implementing this program are listed, including suggested reading and audiovisual materials. (JD)

ED 166 171 SP 013 799

Newsletter EIC FET; Volume 1. Supplement to Numbers 1 and 2. Information Review Series.

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date-Mar 78

Note-157p.; Not available in hard copy due to marginal legibility of original document; Prepared by the European Information Centre of the Charles University for Further Education of Teachers

Available from-Editor, Newsletter EIC-FET, Kaprova 14, 110 00 Praha1, Prague, Czechoslovakia (free)

Language-English; Russian

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Beginning Teachers, *Foreign Countries, Instructional Media, Mathematics, Physics, *Professional Continuing Education, *Teacher Improvement, *Teacher Qualifications

Abstracts based on documents from the UNESCO International Meeting on Post-graduate Qualifications of Mathematics and Physics Teachers, 1973, in Varna, Bulgaria, are presented in this newsletter. The following subjects are covered: (1) further education of teachers of mathematics and physics; (2) the system of raising the qualifications of educators in Moscow; (3) raising the efficiency of pedagogical qualifications of teachers in the USSR; (4) training of educators in the context of life-long education (UNESCO Project); (5) experiences with the use of radio and television in the further education of teachers UNESCO seminar in Poland; (6) work with young teachers in the German Democratic Republic; (7) further education of teachers in Denmark; and (8) further education and raising the qualifications of teachers in France. An extensive bibliography for further reading on these subjects is included. (JD)

ED 166 172 SP 013 801

Stoker, Barbara Tubb, Gary W.

Attitudes of Educators Toward the Free Enterprise System.

Pub Date-Feb 79
Note-24p.; Paper presented at the Annual National Conference of the Association of Teacher Educators (Orlando, Florida, February 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Capitalism, *Democracy, *Economic Factors, Secondary Education, *Semantic Differential, *Statistical Studies, Student Teachers, *Teacher Attitudes, Teacher Educators, Teachers
Identifiers-Louisiana

A study was done on teachers, professors of education, and preservice teachers in order to investigate the process of measuring attitudes and to denote the level of attitudes held by these educators about the free enterprise system. The study used a semantic differential to determine the attitudes of 28 subjects toward selected economic concepts representing business, government, and labor. Overall the three levels of subjects had low to medium evaluative scores (denoting feelings and judgments concerning concepts), but higher activity ratings (denoting that certain economic elements were felt to be very strong and active within the economic system). One can conclude that attitudes of educators are transferred through subject matter as well as displayed in the classroom. (DS)

ED 166 173 SP 013 805

Butler, Loretta

Four Issues in Teacher Inservice Education.

Pub Date-78
Note-17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrative Organization, Educational Finance, Educational Legislation, Educational Objectives, Educational Policy, *Governance, *Inservice Teacher Education, *Interinstitutional Cooperation, *Needs Assessment

The problems facing implementation of a sound inservice program are examined from diverse viewpoints. Selective samples from policy papers by relevant educational institutions and organizations are analyzed. These papers present some consensus and some conflicting perceptions on the issues of shared governance, program content, resource allocations, and mode of delivery of materials. Composite characteristics of successful inservice projects are identified. Such projects should have revolutionary change goals and a committed continuous project staff management. Support from central and school administration as well as involved teachers are of primary importance to an inservice program. Finally, the program should be conducted on site, encouraging participants to develop, implement, and evaluate the program. Emphasis is placed on the need for collaborative leadership from educational institutions at all levels. (JD)

ED 166 174 SP 013 808

Eggert, Wallace

Teacher Process Variables and Pupil Products.

Pub Date-Mar 78

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978) ; Parts of appendix marginally legible

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Academic Achievement, Class Management, Classroom Communication, Effective Teaching, Elementary Education, Interaction, Interpersonal Relationship, *Student Attitudes, *Student Behavior, *Student Teacher Relationship, *Teacher Behavior, Teaching Skills

The main purpose of this study was to investigate the relationship between teacher behaviors and pupil behaviors, achievement, and attitudes. The study was conducted in six elementary school classrooms. Eight high-inference scales were also used to obtain measures of classroom management, instructional skills, and interpersonal skills. It was found that private interactions (1) occurred more often than public interaction, (2) favored low achievers in terms of frequency, (3) were positively related to pupil unproductive behavioral styles, and (4) were negatively related to pupil attitudes. Direct teaching patterns were functional for pupil achievement but not for pupil attitudes. (Author/JD)

ED 166 175 SP 013 809

Meshizuka, Tetsuo

A Battery Test to Evaluate Life-Time Physical Fitness With Same Test Items.

Pub Date-Apr 78
Note-10p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Foreign Countries, Motor Development, Personal Growth, *Physical Fitness, *Psychomotor Skills, *Testing, Test Reliability
Identifiers-Japan

A combination of physical fitness tests designed to be administered to a wide spectrum of the population, male and female, children and adults, is described. Three tests are included in this battery motor fitness, physical fitness, and sports fitness. The philosophy behind this test structure is that motor fitness tests only measure and indicate roughly the tendency of an individual's fitness level while more precise tests for respective fitness factors are found in the items of physical fitness tests. Sports fitness tests differ from those two tests and are used independently due to the independent test items they contain, none significantly correlating with the other tests. Five test items are included: (1) standing long jump; (2) sit-ups for 30 seconds; (3) push-ups in two different forms; (4) timed shuttle run for 15 seconds; and (5) five-minute distance run. The diagnosis and evaluation of the total scores may be made in terms of physical fitness age versus calendar age. Exemplary tables for evaluation purposes are included in this document. (JD)

Meshizuka, Tetsuo

The Major Trends of Research on Physical Activity in Japan Viewed From the Reports Presented at the JSPE Annual Conventions During Past 25 Years.

Pub Date-78
Note-10p.
Journal Cit-Japanese Journal of Physical Education; v23 n2 p183-91 78
Language-English; Japanese
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Educational Research, Foreign Countries, *Historical Reviews, *Physical Education, *Professional Associations, Reports, *Trend Analysis
Identifiers-*Japan

The major research trends over the past 25 years in Japanese physical education are analyzed using oral reports of the Japanese Society of Physical Education. Topics for analysis include: philosophy, sociology, history, administration, psychology, growth and development, health education, teaching methodology, biomechanics, measurement and evaluation, and exercise physiology. Broad analyses focus on the structure of the society relative to the research functions, the academic status of the field relative to others in Japan, the themes and topics of the reports of the society, and the future prospect and tasks to be fulfilled. References are included. (DS)

ED 166 177 SP 013 814

Drozda, Margaret Burd Seaberg, Dorothy I.

Pupil Perceptions: Mirrors for Growth in Teaching.

Pub Date-Feb 79
Note-11p.; Paper presented at the Annual Convention of the Association of Teacher Educators (Orlando, Florida, February 19-21, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Class Management, Feedback, *Inservice Programs, Perspective Taking, *Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Improvement

An instrument for determining pupil's perception of teacher behaviors is described. The inventory asked pupils to respond to statements reflecting teacher behavior in four major aspects of teaching: relating to pupils; mediating the learning process; diagnosing and evaluating; and managing and structuring the learning environment. As a parallel activity, the teacher responds to the same items. This allows the teacher to tally student responses and identify those items where there was confusion between student responses and teacher responses. This perception inventory was used as a pivot for developing an inservice program for the improvement of teaching. The rationale for this program is that pupil perceptions, at any grade level, are relevant sources of information for the teacher interested in self-assessment and performance improvement. (JD)

ED 166 178 SP 013 817

Corbin, Charles B., Ed.
Teaching Behavior and Sport History. AAHPER Research Consortium Symposium Papers. Volume 1, Book 1.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-78
Note-87p.; Parts marginally legible due to small print
Available from-AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 248-26232 $2.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Behavior Change, *Educational Research, Effective Teaching, *History, Learning Processes, Movement Education, Perceptual Motor Learning, *Physical Education, Student Behavior, *Teacher Behavior, *Teacher Education

This collection of symposium papers is published for members of the American Alliance for Health, Physical Education, and Recreation with the intention of providing current synthesis of research in physical education. This volume contains papers discussing and analyzing research on teacher behaviors in the field of athletics and movement education and their correlation with pupil achievement. Also included are papers on play environments for children. Two articles examine professional football and cycling from an historical perspective. (JD)

Corbin, Charles B., Ed.

Sport, Health, Fitness and Dance. AAHPER Research Consortium Symposium Papers.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-78
Note-101p.; Parts marginally legible due to small type
Available from-AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. (Stock #248-26234, $3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Athletics, Cardiovascular System, Dance, *Exercise (Physiology), Human Body, Injuries, Physical Activities, *Physical Fitness, *Physical Health, *Physiology, Research, Running, Swimming, Womens Athletics

This collection of symposium papers provides current synthesis of research in the field of physical education and health. In this volume the physiological aspects of physical activities are discussed. The effects of chronic heavy physical training in swimming are examined, comparing age groups and males and females. Stress factors are also considered in the performance of jogging and running. Ways of preventing injuries in dance are suggested, as well as relaxation techniques effective in all physical activities. (JD)

Corbin, Charles B., Ed.
Movement Studies. AAHPER Research Consortium Symposium Papers.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-78
Note-63p.; Parts marginally legible due to small print
Available from-AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock #248-26236, $2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Downs Syndrome, *Ethnic Groups, Interaction, *Movement Education, *Physical Activities, Psychomotor Skills, *Skill Development, *Student Behavior, *Trainable Mentally Handicapped

This collection of symposium papers provides current synthesis of research in the field of physical education and health. The importance of movement, body coordination, and physical activity in promoting better understanding and relationships between different ethnic groups is discussed. The hopeful possibilities provided by motor activities for trainable mentally handicapped children and Downs Syndrome children are also examined. (JD)

ED 166 181 SP 013 820

Beyrer, Mary E., Comp. Daniels, Rose Lynn, Comp.
A Topical List of Theses and Dissertations in Health Education. Volumes II, III.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.
Pub Date-78
Note-146p.; For related document, see ED 062 119 ; Colored background in second part of document may be marginally legible
Available from-AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($7.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Community Health, *Doctoral Theses, Drug Education, *Health Education, Health Occupations Education, *Masters Theses, Mental Health, Nutrition, Physical Education, School Health Services, Sex Education

Made up of two volumes, this bibliography covers masters and doctoral theses and dissertations in health education. Volume II covers the period through 1969, and Volume III the period from 1970-72. The majority of the 820 entries contain the following information: author, title, degree received, date study accepted and/or degree received, advisor's name, and institution granting the degree. Topics covered include: community and public health, curriculum, driver education, drug education and abuse, environmental health, evaluation and evaluative instruments, fitness, health careers, health instruction, physical education, history of health education, mental health, nutrition and weight control, personal health, professional preparation, safety education, school and college health services, and sex education. Approximately 575 studies are included in the compilation, and cross-referencing is provided. (DS)

ED 166 182 SP 013 821

Compiling and Using Instructional Games. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Contract-400-76-0091

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Games, *Educational Games, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Programed Materials, *Teaching Skills, Validated Programs

The programmed instructional materials described here are designed for use in an inservice teacher education program focused on enabling teachers to select, design, and use a wide variety of instructional games. Information is provided on the purposes and content of the materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 166 183 SP 013 825

A Total Creativity Program for Individualizing and Humanizing the Learning Process. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Creative Development, Creative Thinking, Creativity Elementary Education, *Humanistic Education, Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Processes, *Program Descriptions, Teaching Skills, *Teaching Techniques, Validated Programs

A teacher program is described which seeks to increase the user's ability to identify, measure, and stimulate the creative potential of children. The product involves techniques for stimulating the growth of eight particular thinking/feeling processes in children. Information is provided here on the content and purposes of the product as well as

activities, resources, and history of development involved. A critique and ordering information are also included. (DS)

ED 166 184 SP 013 826

Interpersonal Communications. Description of Teacher Inservice Education Materials. Revised.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Changing Attitudes, Communication (Thought Transfer), *Communication Skills, *Inservice Teacher Education, *Instructional Materials, *Interpersonal Relationship, *Program Descriptions, *Skill Development, Teacher Programs, Validated Programs

The teacher program described here focuses on the basic principles of interpersonal communication and emphasizes skill development in face to face communication, nonverbal communication, and in giving and receiving feedback. The inservice topics addressed by the product include the use of techniques such as paraphrasing, describing behavio[illegible] describing feelings, checking perceptions, identifying nonverbal communication clues, and identifying responses to build communication skills. Information is provided on program content, purposes, activities, resources, and history of development. A critique and ordering information are also included. (DS)

ED 166 185 SP 013 828

Protocol Modules on Teacher Strategies to Improve Pupil Self-Concept. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Autoinstructional Aids, Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, Program Descriptions, *Protocol Materials, *Self Concept, *Self Evaluation, *Teacher Behavior, Teacher Evaluation, *Teaching Techniques, Validated Programs

The teacher program described here seeks to widen a teacher's awareness of the effect of his/her actions and manner. The protocol module addresses the understanding of basic teaching concepts and the relation of these concepts to specific teacher behavior. Teacher awareness of anger, reinforcement, negative judgment, prompting, and praise is emphasized. Information is provided here on the purposes and content of the module as well as activities, resources, and history of development. A critique and ordering information are also included. (DS)

Teaching: A Course in Applied Psychology. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Behavior Change, Changing Attitudes, Effective Teaching, Elementary Education, *Inservice Teacher Education, *Instructional Materials, Preschool Education, *Program Descriptions, *Psychology, Skill Development, Student Behavior, *Teaching Techniques, Validated Programs
Identifiers-Applied Psychology

The intent of the teacher program described here is to build skills, provide information, encourage attitude change, and increase understanding of teachers in regard to the principles of behavioral psychology as applied in teaching situations. The main focus of the product is on the principles and application of behavior modification. Information is provided here on the content and purposes of the program as well as activities and resources. A critique, ordering information, and history of development are also included. (DS)

Interpersonal Growth (FHR 002.01) (A Module from the Series: Facilitating Human Relations). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Human Relations, *Inservice Teacher Education, *Interpersonal Relationship, *Learning Modules, *Personal Growth, *Program Descriptions, Self Concept, *Self Evaluation, Skill Development, Validated Programs

The teacher education learning module described here focuses on interpersonal relationships, and the objective is to increase teacher competency in self-awareness, self-assessment and introspection, and the ability to become meaningfully involved in interpersonal and organizational relationships. The program is comprised of a series of personal inventories, seminars, games, and other activities. Information is provided here on the purposes and content of the program as well as activities and resources. A critique, ordering information, and a history of development are also included. (DS)

ED 166 188 SP 013 832

Group Processes. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Grant-400-76-0091
Note-6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Group Behavior, *Group Dynamics, *Inservice Teacher Education, *Instructional Materials, *Interaction Process Analysis, *Program Descriptions, Teaching Skills, *Validated Programs

The inservice program and materials described here focus on behaviors as they occur in groups, isolating them for purposes of identification and definition. Three group roles are identified in the program: task roles, unifying roles, and anti-group roles. A description is provided of program purposes, content, activites, resources, and history of development, and a critique and ordering information are also included. (DS)

ED 166 189 SP 013 854

Effective Questioning Techniques (Implementive Module 3). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-0091

Note-8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Effective Teaching, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, *Questioning Techniques, Student Reaction, Teacher Response, *Teaching Skills, Teaching Techniques, Validated Programs

The inservice learning module described here focuses on testing the teacher's understanding of and skill in using effective questioning techniques in the classroom. Inservice topics addressed include methods of verbal and nonverbal accepting or encouraging; probing techniques; and methods of asking effective questions. This description provides information on the purposes and content of the module as well as activities and resources. A critique, history of development, and ordering information are also included. (DS)

ED 166 190 SP 013 862

Verhoeven, Ad F. M.

The Assessment of Teacher Effectiveness by the Pupils.

Nijmegen Inst. for Education Research (NIVOR), (The Netherlands).

Pub Date-May 78

Note-10p.; Paper presented at the International Association for Educational Assessment (4th, Baden, Austria, May 22-25, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Class Management, *Classroom Observation Techniques, Educational Research, Effective Teaching, Foreign Countries, *Interaction Process Analysis, Junior High School Students, *Student Characteristics, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Teaching Styles

A research program to investigate interactions of instruction styles and learner characteristics related to learning results in junior high schools is described. Data was gathered both by observation of the teacher in the classroom and by responses of pupils on their perceptions of the teacher. Different teaching styles are defined and referred to as functional teaching styles, because they deal with the functioning of the teacher in the teaching-learning situation. There are four phases to this research project: (1) determination of the teaching styles of about 100 junior high school teachers; (2) determining the pupil characteristics that are related to teaching styles; (3) determination of the criteria to which the interacting of teaching styles and pupil characteristics were compared, and (4) in the future, conducting the interaction project with a new group of teachers and pupils. The research is incomplete at this time, and only one hypothesis emerges as having strong support in class settings a teacher who teaches by means of questions and giving feedback rather than by means of explaining and answering is more effective than average when the criterion is a cognitive one. (JD)

ED 166 191 SP 013 877

Peryon, Charleen D.
Direct Instruction? Don't I Instruct Directly?
Pub Date-Oct 78
Note-18p.; Speech presented at the Annual Conference of the International Reading Association (8th, University of Guam, Agana, Guam, October 21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Class Management, Elementary Education, Feedback, *Low Achievers, *Mathematics, *Reading, *Small Group Instruction, Student Evaluation, Student Motivation, Student Reaction, *Teaching Methods

A teaching method particularly effective with children who are hard to teach arithmetic and reading is described. Known as a direct instructional system for teaching arithmetic and reading, it is a set of materials in which everything the teacher says and does is specified. This technique is effective in small group instruction. Specific procedures for presenting tasks and evaluating responses are: (1) getting classroom control: seat children close to the teacher; (2) presentation of the learning task: the materials are designed to teach with a sharp focus upon sequential details; (3) inducement of trial responses: the materials are designed for a fast rate of responses from the students and they can be controlled by the teacher's use of signals to secure responses; (4) corrections of trial responses: corrections are built in along with procedures for correcting and recycling; (5) evaluation of mastery: periodic criterion-referenced tests are built into the materials. Directions are given for advancing or recycling students after each test. The strength of the direct instruction approach is that it involves a specific method for teaching a set of skills and concepts. (JD)

ED 166 192 SP 013 890

Evertson, Carolyn M. And Others

Process-Outcome Relationships in the Texas Junior High School Study: Compendium.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RD-4064
Pub Date-Mar 78
Contract-400-76-0073; NIE-G-78-0116
Note-93p.; Papers presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978) ; Pages with light type may not reproduce clearly
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Academic Achievement, Class Management, Classroom Observation Techniques, Classroom Research, *Effective Teaching, English Instruction, Mathematics Instruction, *Measurement Techniques, Rating Scales, *Statistical Analysis, Student Evaluation of Teacher Performance, *Teacher Behavior, Teacher Characteristics, Teacher Evaluation, Teaching Techniques

This report presents the process-outcome relationships discovered in the Texas Junior High School Study of correlates of effective teaching. Classroom processes and cognitive and affective indices of outcome are discussed for two subject areas (English and math) and for classrooms with varying levels of entering ability. The four separate papers in this compendium focus on the following : (1) overview of methodology and rationale; (2) high inference ratings of general behaviors; (3) low inference coding of specific behaviors; and (4) comparison of findings for cognitive and affective criteria. The results indicated that student characteristics were most influential on learning outcomes in English classes, but that teacher behavior was more important in math classes. Effective instruction was more readily identifiable in the math classes as well. Further results emphasized that caution should be exercised in any attempt to use student ratings in teacher evaluation. The data for the research is presented in tables, and references are provided. (DS)

ED 166 193 SP 013 894

Anderson, Linda M. Evertson, Carolyn M.

Classroom Organization at the Beginning of School: Two Case Studies.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-RD-6003
Pub Date-Jun 78
Contract-NIE-G-78-0116
Note-52p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (30th, Chicago, Illinois, February 21-24, 1978)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-*Class Management, Class Organization, *Classroom Techniques, Discipline, Effective Teaching, *Elementary Education, Expectation, Student Behavior, Task Analysis, *Teacher Behavior

Observation of two third-grade teachers during the opening days of school revealed different approaches to organizing their classes and instructing pupils on correct classroom behavior. The results of observation are given in narrative form and analyzed. Five principles that characterized the most effective teacher are presented: (1) The teacher who was better organized demonstrated an ability to analyze the tasks of the first weeks of school and presented them to students in small easily understood steps; (2) Before the morning began, the better-organized teacher had clear expectations about what she would accept in the students' behavior and what would be encouraged; (3) The better-organized teacher communicated her expectations clearly to the students from the beginning; (4) The better-organized teacher remained sensitive to the students' concerns and needs for information; and (5) The better-organized teacher monitored her students closely in order to give immediate feedback. Follow-up questions from the classroom organization study are appended. (JD)

ED 166 194 TM 007 127

Wysocki, James C.

A Mathematical Model to Examine Background Variables and Events which Predict Performance on NBME Tests. Technical Report No. 18.

Arizona Univ., Tucson. Coll. of Medicine.

Pub Date-Aug 77

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Report prepared by the Office of Medical Education

Available from-Office of Medical Education, University of Arizona, Health Sciences Campus, Tuscon, Arizona 85724 (free while supplies last)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Critical Path Method, Grade Point Average, Higher Education, Mathematical Models, *Medical Students, *Multiple Regression Analysis, Performance Factors, Predictive Measurement, *Predictor Variables, Sex Differences, Standardized Tests, Student Characteristics

Identifiers-Medical College Admission Test, *National Board of Medical Examiners Examination

The performance of the University of Arizona College of Medicine's graduating class of 1976 on the National Board of Medical Examiners (NBME) Parts I and II was analyzed in a structural equation model. Although the primary emphasis of this paper is toward model development, the effects of several background and demographic variables such as age, sex, socioeconomic and marital status were estimated, together with those of several major events in these students' medical school careers. About half of the variance in NMBE I total score could be explained with knowledge of overall undergraduate Grade Point Average (GPA), Medical College Admissions Tests (MCAT) scores, and the students' sex. Over 85% of the variance in NMBE II total score could be explained using the variables shown in the structural equation model. NMBE I performance did not greatly affect NMBE II performance when other variables were included. The methodological techniques used to isolate the effects of these variables can be applied to many other analyses in health professions education. (Author/CTM)

Mosher, Frederic A.

Final Report on the Instrumentation Study.

Huron Inst., Cambridge, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 76
Contract-OEC-0-74-0394
Note-128p.; Figures 1 and 2, page 46a, were removed from this document prior to its submission to the ERIC Document Reproduction Service ; Submitted December 1977
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-*Achievement Tests, Adults, Aptitude Tests, Compensatory Education Programs, Criterion Referenced Tests; Educational Assessment, Elementary Education, Grade Equivalent Scores, Item Analysis, Norm Referenced Tests, *Program Evaluation, *Scores, *Standardized Tests, Test Construction, *Testing Problems, *Test Interpretation, Test Validity
Identifiers-Army Alpha Examination, *Metropolitan Achievement Tests, Project Follow Through

Focusing on the use of the Metropolitan Achievement Test (MAT) with Project Follow Through evaluations, this report represents an extended discussion of the appropriateness of standardized tests for evaluation and policy research. First, the development of the MAT and its roots in the Army Alpha intelligence test are described in detail. The next section discusses metric problems that is, the types of scores standardized tests yield. The report recommends the use of the publisher's standard score, citing reasons why raw scores, percentiles, and grade equivalents are subject to misinterpretation. Psychometric problems those concerned with test validity are also discussed. It is argued that the use of standardized tests is not now justified because the tests may measure test wiseness, achievement motivation, general ability, and white middle class values rather than specific skills that schools are trying to teach. In the final section, recommendations are made for designing and validating new tests to fit particular goals: assessment and evaluation, identification of effective programs, diagnosis and prescriptions, and educational needs assessment. The appendix contains a history of the Army Alpha, notes on the norm referenced/criterion referenced distinction in testing, and results of the MAT analyses regarding the Philadelphia Follow Through Planned Variation evaluation. (CP)

ED 166 196 TM 007 321

Oberklaid, F. And Others

The Pediatric Examination of Educational Readiness. An Integrated Health and Neurodevelopmental Assessment Instrument.

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Meeting of the American Education Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Cognitive Development, Early Childhood Education, Learning Difficulties, Learning Readiness, *Medical Evaluation, Motor Development, Neurology, *Preschool Tests, *Readiness (Mental), *School Readiness Tests, *Screening Tests, *Test Validity

Identifiers-*Pediatric Examination of Educational Readiness

The Pediatric Examination of Educational Readiness (PEER) was designed as an integrated health and neurodevelopmental instrument to be administered by pediatricians and nurses in the assessment of preschool children. It may be used to identify potential learning disabled children who need intervention. The neurodevelopmental part of the test included 38 items and covered: (1) spatial body awareness; (2) gross and fine motor performance; (3) visual processing; (4) auditory language function; and (5) experiential knowledge. Neurological maturation was indirectly measured from ``soft signs'' such as the presence of associated movements, excessive body posturing, and poorly established hand preference. Processing efficiency the speed with which instructions were understood and carried out was also noted. When the PEER was administered to 178 children just before kindergarten entrance, approximately ten percent were flagged as being at educational risk, as indicated by ``age delayed'' scores in two or more areas of the PEER. These flagged children also had lower scores on the General Cognitive Index of the McCarthy Scales of Children's Abilities and on the Kindergarten Performance Scale, a rating scale completed by the kindergarten teacher. These correlations support the concurrent and predictive validity of the PEER. (Author/GDC)

ED 166 197 TM 007 533

Barrows, Thomas S. And Others

Psychoeducational Diagnostic Services for Learning Disabled Youths. Research Procedures.

Educational Testing Service, Princeton, N.J.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-77

Grant-76-99-0022; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Clinical Diagnosis, Delinquents, *Diagnostic Tests, Emotionally Disturbed, Intelligence Tests, *Learning Disabilities, Males, Mentally Handicapped, *Psychological Testing, Research Methodology, Secondary Education

A detailed explicit definition of learning disability (LD) is presented in terms of the diagnostic procedures and decision points used in identifying that category among a group of juvenile delinquent and control group adolescent males. The described procedures include a review of existing records, interviews, and diagnostic assessments. Rationales for the choice of pertinent variables and measurement instruments are given. The assessment process and administrative arrangements are explained. The factor analytic studies of Witkin and his colleagues were deemed especially relevant and the Wechsler Intelligence Scale for Children (Revised) was used. Decision points eliminated boys who were mentally retarded (intelligence quotient below 75), and boys who were, or had been, diagnosed as emotionally disturbed (those diagnosed as untestable or presenting bizarre symptoms). Those chosen for further diagnosis included boys whose achievement score differed by two or more years from their ability score, or boys whose academic achievement was two or more years retarded. Interviews and diagnostic testing were carefully standardized and required about three hours for each boy. Training, quality control, and other administrative procedures are described. (CTM)

ED 166 198 TM 007 649

Kim, Joyce S.
Evaluation of Educational Quality Assessment (EQA) (Follow-up Survey for the 1976 Assessment).
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
Pub Date-Jan 78
Note-46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Administrator Attitudes, *Educational Assessment, Educational Quality, Elementary Secondary Education, Information Dissemination, *Information Utilization, Questionnaires, School Districts, State Programs, *State Surveys, *Testing Programs, Test Results
Identifiers-*Pennsylvania Educational Quality Assessment, Pensylvania

Superintendents from 155 school districts in Pennsylvania were surveyed regarding their participation in Pennsylvania's 1976 Educational Quality Assessment (EQA). Ten state goals for quality public school education were assessed in grades 5, 8, and 11, as part of the EQA. Questionnaire responses were returned by superintendents from 128 school districts, and focused on: (1) extent of dissemination of EQA results; (2) usefulness of EQA data; and (3) contributions of the EQA advisory service. Results indicated that the assessment results were widely disseminated, using a variety of means to publicize the data. Over 88% of the districts responding indicated that EQA information had been used for program planning. Thirteen percent of the districts had not yet used EQA data; this was largely attributed to lack of staff time. The most useful results involved the following goals: verbal and mathematics basic skills; self esteem; interest in school; and vocational aptitude. Opinions regarding the accuracy of the data and the assistance in interpreting it were also surveyed. The twenty-item questionnaire and extensive quotations from the comments received are appended. (Author/GDC)

ED 166 199 TM 007 694

Conceptual Model of the National Longitudinal Study. RTI Project No. 22U-884-11.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date-5 Dec 73

Note-19p.; Figure 1 may not be legible due to small type of original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Followup Studies, Goal Orientation, High School Graduates, *Institutional Characteristics, *Longitudinal Studies, Models, *National Surveys, *Participant Characteristics, Postsecondary Education, *Predictor Variables, *Research Design, Senior High Schools, Student Characteristics, Student Experience, Work Experience

Identifiers-General Educational Development Model, *National Longitudinal Study High School Class 1972

The conceptual model of the National Longitudinal Study of the High School Class of 1972 (NLS) has been modified from James Trent's General Educational Development Model. The NLS model is presented and briefly compared with the General Educational Development Model. The major portion of this document consists of NLS questionnaire items or variables studied in 24 categories: physical (constitutional) factors; sex; academic ability; socioeconomic status; home environment; race or religion; community environment; significant other (family, peers, or school) influencing plans (base-year and followup); high school characteristics; high school experience; work experience while attending high school; self concept (base-year and followup); high school achievement; goal orientation (base-year and followup); postsecondary school characteristics; postsecondary school experience; postsecondary work experience; marriage and family; postsecondary community characteristics; postsecondary academic performance; and work performance and job satisfaction. The source of each variable is also indicated Base Year Survey, Follow-up Survey, Student Record Information Form, Counselor Questionnaire, or School Questionnaire. (Author/GDC)

Meyer, Roger A.
Multivariate Analyses of Social and Religious Attitudes.
Pub Date-4 Sep 76
Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September, 1976); For related document, see TM 007 699
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adults, *Attitude Tests, Church Workers, Clergymen, College Students, Discriminatory Attitudes (Social), Factor Analysis, Higher Education, *Political Attitudes, *Religious Differences, Religious Discrimination, *Religious Factors, *Social Attitudes

The relationship between religious attitudes or orientations and prejudice was studied in a sample of 337 adults: college males, lay persons and ministers from local congregations, and seminary students in Louisiana and Texas. The study is based on Gordon Allport's theory concerning intrinsic and extrinsic religiousity. Ten religious groups were represented: Catholic; Episcopal, Methodist, Lutheran, Presbyterian, Christian/Church of Christ, Baptist, Pentacostal, Jewish, and Other. A 227-item test battery was constructed from the Committed-Nominal Religious Attitude Scale, Allport's Religious Orientation Scales, Religious Fundamentalism Scale, Altered Ethnocentrism Scale, Rokeach's Dogmatism Scale, and Crowne and Marlowe's Social Desirability Scale. Demographic variables included age, location, education, and social status. Correlational and multivariate analysis of variance showed that a general factor of religiousity, or of indiscriminantly pro-religious attitudes, was represented. This hypothetical pro-religious person is 35 or older, politically conservative, educated, and a church leader. Another profile, corresponding to Allport's extrinsic individual, was characterized as narrow-minded, less educated, lower middle class, and not a church leader. Results also suggested that the religious commitment and intrinsic nature of churchgoers increases with age. Further research using more valid tests was recommended. (Author/GDC)

ED 166 201 TM 007 699

Meyer, Roger A.

Development of a Committed-Nominal Religious Attitude Scale.

Pub Date-19 Mar 76

Note-43p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, Louisiana, March, 1976); Best copy available; For related document, see TM 007 698

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Attitude Tests, *Discriminatory Attitudes (Social), Factor Analysis, Rating Scales, *Religious Differences, Religious Discrimination, *Religious Factors, *Social Attitudes, *Test Construction, Test Items

Identifiers-*Committed Nominal Religious Attitudes Scale

A new test of religiosity was developed, since it was felt that religiosity was more complex than could be explained by the two previously used factors: intrinsic and extrinsic. Committed religiosity was defined as those behaviors and attitudes which indicate total dedication to religious beliefs; that is, they provide a purpose in life and the personal strength to achieve that purpose. Nominal religiosity describes the person whose life style indicates that the religious organization or philosophy has been accepted so that the individual receives personal or social gratification from an external source of power. Protestant ministers and church members provided adjectives describing these two types, and the rating scale was constructed. It was completed by 199 people representing 11 religious affiliations. Principal components analysis revealed thirteen significant factors, six of which were interpretable: (1) general religion; (2) closed-minded, ecclesiastical nominalism; (3) situational religion, true nominalism; (4) utilitarian nominalism; (5) anti-clerical, personal commitment; and (6) true commitment. Three second order factors were interpretable: nominalism; self centered narrow mindedness; and general religiosity. Preliminary questionnaires and the 130-item committed Nominal-Religious Attitudes Scale are appended. (GDC)

ED 166 202 TM 007 705

O'Hara, Takeshi And Others

Establishing a Causal Model for Bloom's Taxonomy through Path Analysis.

Pub Date-Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document; For related document, see ED 010 044
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Age Differences, *Cognitive Ability, *Cognitive Objectives, Complexity Level, *Critical Path Method, Factor Analysis, *Intelligence Factors, Knowledge Level, Mathematical Models, Multiple Regression Analysis, Secondary Education, *Taxonomy
Identifiers-Blooms Taxonomy of Educational Objectives, Kit of Reference Tests for Cognitive Factors

Path analysis was used to reanalyze Kropp and Stoker's data from tests designed to evaluate Bloom's taxonomy of educational objectives in the cognitive domain. Scores for 1,128 students in grades nine through twelve were analyzed separately by grade level for four content areas on six taxonomic levels. A measure of general ability was also included in the 16 correlation matrices. Two different path analysis procedures were used, one depending on squared semipartial correlations and the other depending on standardized partial regression coefficients. In addition, each matrix was factor analyzed by image analysis procedures. The two different path analysis methods differed in their interpretation of whether prior intelligence or prior knowledge made a greater contribution toward comprehension. The results generally supported the hierarchical nature of the taxonomic tests, with the exception that evaluation appears to be more an effect of comprehension than of synthesis. The factor structures for grades nine and twelve were highly similar. (CTM)

ED 166 203 TM 007 712

Jovick, Thomas D.

A Monte Carlo Investigation of Spuriously Inflated Regression Estimates.

Pub Date-Mar 78
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Correlation, *Critical Path Method, Goodness of Fit, Hypothesis Testing, Mathematical Models, *Multiple Regression Analysis, Predictor Variables, Sampling, Simulation, *Suppressor Variables
Identifiers-*Monte Carlo Methods

A Monte Carlo simulation was used to ascertain the degree of inflation that can occur in regression estimates when samples contain randomly occurring instances of a pattern among correlations called cooperative suppression. Ten thousand samples of scores on three variables were randomly drawn from a population in which the correlations among the variables were prespecified such that cooperative suppression did not exist. Cooperative suppression occurred in nearly 48% of the samples but the incidence of regression coefficients that were grossly discrepant from the population parameters was rare. The implications for multiple linear regression and a method of causal investigation called path analysis are discussed. (Author/CTM)

ED 166 204 TM 007 714

Wolfle, Lee M.

Strategies of Path Analysis.

Pub Date-Mar 78

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Correlation, *Critical Path Method, Data Analysis, *Mathematical Models, *Multiple Regression Analysis, Predictor Variables, *Research Design, Research Methodology, Suppressor Variables, Validity

The purpose of this paper is to illuminate the advantages of path analysis for the exposition of results in data analytic papers. Probably the greatest advantage is that it provides a means by which the nature of the problem may be handily summarized. The method of path analysis, although conceived over sixty years ago by Sewell Wright, has only recently been introduced into educational literature. Its application in substantive analyses in education has also been infrequent. Path analysis requires the researcher to think about systems of intercausal connections and requires a degree of explicitness desirable in scientific writing. Path models may be classified into four categories: recursive, block, block-recursive, and nonrecursive. Each of these requires a somewhat different strategy of analysis. The strategy for each kind of model is illustrated with substantive examples. The more difficult task of path analysis involves the construction of models that are consistent with sound theory. (Author/CTM)

ED 166 205 TM 007 736

Markos, Val H. Jackson, Kenneth
Social Desirability as a Response Style on the Adjective Check List.
Pub Date-Mar 78
Note-14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Adjectives, *Check Lists, Factor Analysis, Females, Higher Education, *Personality Tests, *Response Style (Tests), Self Esteem, *Test Validity
Identifiers-*Adjective Checklist (Gough and Heilbrun), *Construct Validity, *Social Desirability

The effect of social desirability on the variance accounted for by the scales of the Adjective Check List (ACL) was investigated in a sample of 366 female college students. Social desirability as a response style was defined as the tendency to present oneself in a favorable manner. The ACL was scored according to 23 of the 24 keys in the test manual. These data were submitted to principal components analysis, and the major resulting factors were rotated orthogonally for purposes of interpretation. A different sample of 20 females from the same college then rated the social desirability of each of the 300 ACL adjectives, on a scale of 1 to 5. Fifteen adjectives were selected as having high social desirability, 15 as neutral, and 18 as low. Statistical analysis indicated that three major components accounted for 75-78% of the total variance. The first of these three factors, social desirability, accounted for 35.6 and 35% of the variance in two principal components analyses. It was concluded that the primary factor measured by the Adjective Check List is social desirability. The data are appended. (Author/GDC)

ED 166 206 TM 007 745

Smith, Nick L. Murray, Stephen L.

The Use of Path Analysis in Program Evaluation. No. 12.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date-Feb 78

Note-32p.

Available from-Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 (ISBN Number 0-89354-811-1, $3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Correlation, *Critical Path Method, Data Analysis, Educational Research, *Evaluation Methods, Intermediate Grades, Mathematical Models, *Multiple Regression Analysis, Predictor Variables, Program Evaluation, *Research Design, Research Methodology

Path analysis, a technique related to multiple regression analysis is used for ascribing causal relationships among variables. Path analysis involves the construction of explicitly formulated causal models and makes the reasoning explicit in the form of path diagrams and structural equations. Regression analysis is then used to construct path coefficients or beta weights. Several assumptions are required by this model of path analysis. In the given example; teacher age, teacher sex, teacher training, and class size are assumed to influence democratic classroom control directly, and also through their influence on teacher orientation toward task accomplishment (which is assumed to influence democratic classroom control directly). There are a number of advantages of path analysis, as well as a number of technical and practical problems. Path analysis enables evaluators to conduct local decision-oriented studies and at the same time to investigate theoretical causal mechanisms. However, there are many difficult problems associated with the valid use of the technique, and care must be taken in its application. (Author/CTM)

ED 166 207 TM 007 748

Croft, Don B.

Competency Based Education and Teacher and Student Performance: The Impact of the Las Cruces Public School Model.

New Mexico State Univ., Las Cruces. Bureau of Educational Research.

Spons Agency-Las Cruces School District, N. Mex.

Pub Date-76

Note-97p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors-Academic Achievement, Affective Behavior, Behavior Change, *Changing Attitudes, Elementary Secondary Education, *Experimental Programs, *Performance Based Education, Program Effectiveness, *Program Evaluation, *Student Attitudes, Student Behavior, Teacher Attitudes, *Teaching Techniques

Identifiers-Las Cruces Public Schools NM

A competency-based education program was implemented in the Las Cruces, New Mexico public schools, with emphasis on teacher training and field testing of various competency-based models. Program impact was determined according to changes in teaching techniques, student achievement, and student social behavior in both experimental and control schools. Pre- and post-test attitude questionnaires were administered to both teachers and students. Students were tested in ten areas of language and mathematics achievement, using the California Test of Basic Skills. The results indicated the program was effective in changing the behavior of teachers toward a more cooperative and student-oriented (individualized) style. The affective behavior of the students was also changed as a result of the program; there were more achievement-oriented and fewer ambivalent students at the end of the program. No significant differences were found in student achievement between program participants and controls. This may be explained by premature timing of the achievement test administration. Appendices include brief descriptions of the School Image Description Questionnaire and the Instrument for the Observation of Teaching Activities; the Student Behavior Description Questionnaire; and the Philosophy of Teaching Form. (Author/GDC)

ED 166 208 TM 007 789

Brick, Robert H.

On the Appropriateness of Testing Black Self-Concept.

Pub Date-10 Nov 77
Note-8p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (6th, Birmingham, Alabama, November 10, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Black Attitudes, *Blacks, Black Stereotypes, *Group Status, *Identification (Psychological), Literature Reviews, Racial Attitudes, *Self Concept Tests, *Self Esteem, *Social Influences, *Test Validity

The author discusses the thesis that self-concept tests are not construct valid for blacks because they may be measuring group (rather than individual) self-concept. In several listed studies, black children failed to identify with their own group in doll selection tasks. Williams suggested that children's social learning emphasizes the concept that black is bad and white is good. Clark, in 1939, suggested that black self image is a reflection of society's image of blacks. Hraba and Grant found more positive self concepts in black children in 1970, perhaps due to the local "Black Movement" and increased pride. Fox and Jordan also found that social change enhanced black self esteem in a study of black, white, and Chinese children. A study comparing black and white college students in 1963 and in 1969 indicated that blacks felt increasingly positive toward blacks and less positive toward whites, while white attitudes remained constant. The author feels that it is plausible to assume that black self concept is a function of group rather than individual dynamics, since cross-sectional studies indicate shifts in self concept were uniform for the majority of black respondents. (GDC)

ED 166 209 TM 007 803

Stelmach, George E.

Assimilation and Developmental Processes of a Perceptual Trace in Kinesthetic Memory and a Model of Kinesthesis. Final Report.

National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Pub Date-1 Apr 78

Grant-NE-G-00-3-0099

Note-46p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Behavioral Science Research, *Cognitive Processes, Feedback, Learning Activities, Learning Processes, *Literature Reviews, Memory, Motor Reactions, Movement Education, *Observational Learning, Perceptual Motor Coordination, *Perceptual Motor Learning, *Psychomotor Skills, *Retention, Skill Development

The project described here focused on obtaining basic information on the memory representation of movement stimuli. When a learner makes a simple movement and is later asked to reproduce it, what is abstracted from the first movement that allows accurate reproduction of the second. The underlying assumption of the project was that unless basic knowledge about how movement information is represented, stored and retrieved, practical considerations on how to teach motor skills will be ill-founded. Thus this report describes a series of experiments which were directed toward that goal in an attempt to isolate the contributions of movement information. Findings that examine the relative contributions of central and peripheral components in simple movement control are summarized, and educational implications are presented. (Author/RD)

ED 166 210 TM 007 805

Powers, James E.
Pub Date-77
Note-15p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Analysis of Variance, *Bayesian Statistics, Hypothesis Testing, Tests of Significance

A Bayesian analysis for 2 to the k power factorial arrangements of treatments is presented in this paper. To perform the analysis, an experimenter must specify prior distributions on an orthogonal set of linear functions representing the main effects and interactions and on a function representing the grand mean. The solution is relatively straightforward and not unduly complex numerically. The independence of the functions and the fact that they represent the primary concerns in a factorial arrangement aids in the conceptualization of prior distributions. The independence also facilitates the computation of likelihoods since univariate normal distributions must be evaluated rather than a multivariate normal distribution. An experimenter may desire posterior distributions on other comparisons of the treatment means that are not included in the orthogonal set. For these situations a method is presented whereby posterior distributions for any Scheffe type contrast of the means can be generated without great difficulty. Although the solution given in this paper is specifically for 2 to the k power factorial arrangements, the method is immediately generalizable to any factorial. (Author/CTM)

Stallings, Jane A.
The Development of the Contextual Observation System.
Stanford Research Inst., Menlo Park, Calif.
Pub Date-Mar 78
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Classroom Environment, *Classroom Observation Techniques, Data Processing, Early Childhood Education, Interpersonal Relationship, *Observation, *Test Construction, Test Reliability, Test Validity
Identifiers-Interrater Reliability

The development of a contextual classroom observation system is described. The system consists of an instrument, trained observers, data handling, and analysis. Thus, instrument development was necessarily paralleled by the development of training procedures, data recording and processing systems, programming, and analytic techniques. The comprehensive observation system described was initially developed for use in the evaluation of Head Start and Follow Through programs, but has received wide application and has led to the development of a number of derivative observation systems. Data collection forms concerning the physical classroom environment, the snapshot of the classroom, and five-minute samples of interpersonal relations are included. (Author/GDC)

ED 166 212 TM 007 812

Granville, Arthur C. And Others

The Impact of Evaluation: Lessons Drawn from the Evaluations of Five Early Childhood Education Programs.

Pub Date-Mar 78
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Decision Making, Early Childhood Education, Evaluation Methods, *Federal Programs, Information Dissemination, *Information Utilization, Performance Factors, *Policy Formation, *Preschool Programs, *Program Evaluation

Five different program evaluations were described to indicate those qualities which make an evaluation effective or not effective. Evaluation effectiveness was defined as impact on decision making or long-term policy formation, and influence upon a variety of audiences. Robert D. Matz described the First Chance Project, and concluded that the evaluation methodology used to inform policymakers should be distinct from the approach used to improve teaching. John M. Love, who was associated with the national Home Start Demonstration Program, felt that several factors contributed to the value and use of evaluation information: evaluations planned with the program; timely reports; rigorous experimental design; respect between agency and evaluators; demonstrated relationships between process and outcomes; and non-controversial appeal of the program. Project Developmental Continuity was discussed by Arthur C. Granville. Factors affecting evaluation impact included the relevance of quantitative data; sociopolitical acceptability of the implications; and pertinence to evaluation criteria. Allen G. Smith, who discussed Project Follow Through, supported close relationships between evaluation research and curriculum. Lawrence J. Schweinhart of the Ypsilanti (Michigan) Perry Preschool Project recommended intensive one-site studies, determination of the feasibility of longitudinal studies, and adequate funding. (GDC)

ED 166 213 TM 007 822

Soumelis, Constantin G.

Project Evaluation Methodologies and Techniques.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-137p.

Available from-UNIPUB, Post Office Box 433, Murray Hill Station, New York, New York 10016 (ISBN Number 92-3-1014-56-0, $8.00)

Document Not Available from EDRS.

Descriptors-*Educational Assessment, *Educational Programs, Evaluation Criteria, *Evaluation Methods, Guides, Models, Program Administration, *Program Evaluation, *Research Design, Systems Approach

Guidelines are presented for project evaluation techniques with emphasis on the management of a project or an educational program. Part One general considerations discusses the four basic concepts of the decision-making evaluation model: objectives, evaluative criteria, analysis/synthesis, and evaluation. Stages in the evaluation of a system are also outlined. Part Two evaluation design considerations describes the roles of various evaluation personnel; summarizes nine approaches to educational evaluation; lists indicators or evaluation criteria; and presents twelve steps for designing the evaluation. Part Three examples of project evaluation design defines the educational system and evaluation sub-system; discusses the role of teachers, students, and headmasters; and characterizes both macro-evaluation and micro-evaluation. The steps involved in curriculum design, experimentation, and evaluation are also briefly outlined. A questionnaire for designing a micro-educational evaluation is appended, as well as interviews with evaluation specialists representing different approaches to evaluation: consequence-oriented; responsive; and goal-free. Forty-one bibliographical references are included. (GDC)

ED 166 214 TM 007 841

Walder, Leopold O. And Others

ESEA Title IV. Special Education Television Reading Program. Final Evaluation Report.

Behavior Service Consultants, Inc., Greenbelt, Md.

Spons Agency-District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Jul 78

Contract-0478-AA-NS-0-8-GA

Note-54p.; Appendices may not reproduce well due to marginal legibility of original document

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Educational Television, Elementary Secondary Education, Low Achievers, *Program Evaluation, Questionnaires, Reading Achievement, *Reading Improvement, Reading Interests, *Remedial Reading Programs, Student Motivation

The problems in implementing and evaluating a television project for teaching reading in thirteen District of Columbia schools are described, and the opinion is offered that the project was successful in producing a rapid improvement in the students' interest in improving their reading ability. Participants were 300 students in grades four through seven and in grade ten who were reading two or more years below grade level. The project was in operation for periods varying from two to four months because of delays in the delivery of essential equipment. A list of data summary tables and attitude questionnaires are appended. Raw data and summary tables are available from the evaluators. (Author/CTM)

Reynolds, Cecil R. Hartlage, Lawrence C.

Comparison of WISC and WISC-R Racial Regression Lines.

Pub Date-Mar 78
Note-16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, *Black Students, *Caucasian Students, Comparative Testing, Elementary Education, Intelligence Differences, Intelligence Quotient, *Intelligence Tests, *Predictive Ability (Testing), Predictive Validity, *Racial Differences, Test Bias
Identifiers-Wechsler Intelligence Scale for Children, Wechsler Intelligence Scale for Children (Revised), Wide Range Achievement Test

Regression lines for the prediction of Wide Range Achievement Test (WRAT) scores by Wechsler Intelligence Scale for Children (WISC) and WISC Revised (WISC-R) intelligence quotients were compared across race, by the Potoff technique. Subjects were 36 black and 30 white children who were referred for psychological evaluation because of learning or behavior problems. Regression lines for blacks and white did not differ significantly for the prediction of WRAT scores by either the WISC or WISC-R. Results lend general support for the use of a common regression line in the prediction of achievement scores for the two races. (Author/GDC)

ED 166 216 TM 007 915

Woollatt, Lorne H.

The Quality of Schooling. An Analysis of the Quality of New York State Elementary and Secondary Education. Occasional Paper Pub Date-77

Note-42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Achievement Rating, *Educational Quality, Elementary Secondary Education, National Norms, *Scores, *Standardized Tests, *State Surveys, *Student Evaluation, Testing Programs

Identifiers-*New York

Data were collected from a number of sources evaluating the performance of elementary and secondary school students in New York State. Comparison of New York students against the other 49 states, and of various regions within New York state, led to the following conclusions. New York state produced a larger number of high-scoring students on college entrance examinations than any other state. Advanced Placement Examinations data indicated that New York state high school students also led in qualifying for college credits. New York high school graduates outperformed the other states in the National Merit and Achievement Scholarship Programs, and formed a large proportion of the Westinghouse Science Talent Search selections. Within the state, the metropolitan New York City area, Albany, and the Binghamton-Ithaca region led in mathematics and reading test scores. The schools in the western portion of the state appeared to be doing the most to overcome demographic conditions. New York City represented a paradox: performance on the Pupil Evaluation Program was far below the state average, yet the city's high school graduates outperformed the entire United States in the Westinghouse Science Talent Search. (Author/GDC)

Haag, Carl H.

The Uses and Abuses of Standardized Testing.

Pub Date-78
Note-7p.; Paper presented at the Summer Convention of the American Association of School Administrators (Minneapolis, Minnesota, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Achievement Tests, City Wide Programs, Educational Accountability, *Educational Assessment, Educational Objectives, *Educational Testing, Elementary Secondary Education, *Standardized Tests, State Programs, Testing Programs, Test Interpretation

Some uses of achievement tests to provide information for school administrators are described. Three systematic programs are described briefly: (1) a computer-based approach to management and planning designed to answer what is to be learned, how is it to be learned, and has it been learned; (2) a problem solving design for accountability that makes the school the unit of analysis; and (3) a statewide program designed to help classroom teachers, principals, and curriculum directors conduct systematic evaluations. The usefulness of standardized tests for determining how well educational objectives are being met is briefly considered. They are described as probably the most open, most consistent, least biased, cost-effective, and convenient ways of getting information. The importance of a measurement specialist to a school district is mentioned. Comments are made about the importance of using and sharing the information obtained from testing programs. (Author/CTM)

Slawski, Edward J. Bauer, Ernest A.

Reducing Testing Time While Preserving Test Information: A Ten Item Fourth Grade MEAP Reading Test.

Pub Date-17 Mar 78

Note-32p.; Paper presented at the Annual Meeting of the Michigan Educational Research Association (Detroit, Michigan, March 17, 1978); Table 2 may reproduce poorly due to small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Educational Assessment, Educational Objectives, Grade 4, Intermediate Grades, *Item Analysis, *Mastery Tests, Reading Achievement, *Reading Tests, Scores, Scoring, *Statistical Analysis, Student Testing, *Test Interpretation

Identifiers-Michigan, Michigan Educational Assessment Program, Rasch Model, *Test Length

A new method of analysis was used in the Michigan Educational Assessment Program to test minimum competencies in fourth grade reading achievement. This technique permitted a substantial decrease in testing time and costs. The original test consisted of 95 items measuring 19 objectives; mastery was indicated by correct responses to four out of the five items measuring each objective. Data from those 1,096 students whose raw scores were between 36 and 83 were re-analyzed. Several tests were used to determine which items were acceptable for analysis using the Rasch model. It was felt that the 95 items fit the Rasch model, and that the item calibrations would yield standard log achievement scores (SLAs) that would accurately summarize where students fell on the latent trait measured by the test. These SLAs provided essentially the same information as the number of objectives mastered, with a shorter test. For most students, the items were relatively simple given student achievement levels; therefore, the amount of information provided was slight. A short, ten-item test was developed; analysis indicated that it imposed a more rigid criterion than the longer test. Mastery decisions using the short test led to 14.9% fewer Type II errors (false negatives) and 1.6% more Type I errors (false positives). (GDC)

ED 166 219 TM 008 042

Carducci, Bernardo J.

Path Analysis: A Brief Introduction.

Note-22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Correlation, *Critical Path Method, Hypothesis Testing, *Mathematical Models, *Multiple Regression Analysis, Predictor Variables, *Research Design, Research Methodology

Path analysis is presented as a technique that can be used to test on a priori model based on a theoretical conceptualization involving a network of selected variables. This being an introductory source, no previous knowledge of path analysis is assumed, although some understanding of the fundamentals of multiple regression analysis might be helpful. Included is a summary of some of the basic procedures involved in performing a path analysis, as well as a discussion of path diagrams, path coefficients, and model testing with path analysis. Additional references, with annotations, to more advanced and detailed discussions of path analysis are also included. The procedure of path analysis is summarized as follows: (1) formulate a theoretical conceptualization of the causal structure for the relevant variables, and construct a path diagram representing your theoretical causal structure; (2) calculate the path coefficients using regression analysis; (3) decompose the bivariate relationship into direct and indirect causal components; (4) delete those paths from the model that were found to be nonsignificant, and reconstruct the original correlation matrix from the modified path model; (5) note the discrepancies between the original and the reconstructed correlation coefficients, and retain or reject the proposed model based on the nature and the number of these discrepancies. (Author/CTM)

ED 166 220 TM 008 050

Porter, Andrew C.

Relationships Between Testing and the Curriculum. Occasional Paper No. 9.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Teaching Div.

Pub Date-Jul 78

Contract-400-76-0073

Note-15p.; Paper presented at the Annual Convention of the PTA (82nd, Atlanta, Georgia, June 11-14, 1978)

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Achievement Tests, Content Analysis, Curriculum, *Curriculum Development, Educational Accountability, Educational Objectives, Intermediate Grades, Relevance (Education), *Student Testing, *Teacher Attitudes, *Teacher Role, Test Selection, *Test Validity

The educational accountability movement is changing the teacher's role in curriculum development from that of autonomous decision maker to agent of public school policy makers. To assess teacher reactions to factors influencing their autonomy, 75 teachers were exposed to pressures to change the content of fourth grade mathematics instruction in a hypothetical school. Teachers were receptive to change whether the pressure came from parents, other teachers, the building principal, published instructional objectives, textbooks, or test results. Furthermore, teachers did not consider new topics as necessarily supplanting the old. Tests have an influence on curriculum because they can be viewed as concrete statements of the public's curriculum expectations. As such, tests should be contructed so that items are written for each of list of predefined objectives. Standardized achievement tests hold students accountable for only a fraction of objectives. The promise testing holds as a mechanism for affecting curriculum depends on communicating test content. A taxonomy has been constructed to identify content differences among standardized achievement tests. As a test selection tool, it should provide an index of the relationship between test and instructional content. A sample page from the taxonomy is appended. (CP)

ED 166 221 TM 008 058

Manual for the Bateria de Examenes de Aptitud General (BEAG). Section II. Development.

Employment of Training Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date-77
Note-30p.
Available from-Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (Stock Number 029-014-000103-1)
Language-English; Spanish
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Adults, *Aptitude Tests, *Equated Scores, *Norms, Occupational Tests, Sampling, Senior High Schools, *Spanish, Spanish Speaking, Test Construction, Testing, Test Interpretation, Test Items, *Vocational Aptitude
Identifiers-*Bateria de Examines de Aptitud General, *General Aptitude Test Battery, Test Manuals

The development and norming of a Spanish language edition of the United States Employment Service (USES) General Aptitude Test Battery (GATB) is described. The new edition, called the Bateria de Examenes de Aptitud General (BEAG), was designed to replace an earlier translation, the BGPA, prepared for use in Puerto Rico. Forms A and B were developed to have identical item content with the GATB except for Part 1 (Name Comparison) and Part 4 (Vocabulary) which required Spanish names and vocabulary rather than English. Experimental procedures, norms samples, and results are described for an administration of the tests to bilingual groups of high-school seniors and adults with less than high school education. Item analysis indicated a number of items in Part 4 were unsatisfactory. A revised edition was prepared and a second comparability study was performed. Another study was performed to compare the BEAG with the BGPA. (CTM)

ED 166 222 TM 008 170

Kennedy, Mary M.
Generalization of Findings From Single Case Studies.
Pub Date-Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Case Studies, *Data Analysis, Educational Research, *Evaluation Criteria, *Evaluation Methods, *Generalization, Guidelines, *Research Methodology, Sampling, Statistical Analysis
Identifiers-*Sample Size

Although single case studies might be useful to evaluators for a variety of purposes, there are no generally accepted ways for drawing inferences about the generality of findings from a case study. Single case studies are defined in this paper as either studies of single events, or disaggregated studies of multiple events. The data may be qualitative or quantitative, and may be derived from controlled experiments or from observation. There are two spans to the bridge of inference. The statistical span connects the experimental sample to a popluation just like that sample. The second span connects the population to a group judged to be sufficiently similar. In case law or in clinical practice, the judgment of sufficient similarity that is, the judgment of the appropriateness of the generalization is made by the user. This application of single case data may also be appropriate in educational evaluation. (CTM)

Davis, Charles E. And Others

A Primer on Decision Analysis for Individually Prescribed Instruction. ACT Technical Bulletin No. 17.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 73

Grant-OEG-0-72-0711

Note-104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-*Bayesian Statistics, *Cutting Scores, *Decision Making, Logic, Mastery Tests, *Mathematical Models, Test Interpretation

Identifiers-Decision Theoretic Models, Utility Theory

A coherent system of decision making is described that may be incorporated into an instructional sequence to provide a supplement to the experience-based judgment of the classroom teacher. The elements of this decision process incorporate prior information such as a teacher's past experience, experimental results such as a test score, and preferences or values. Beginning with a basic example in which the prior information is the probability that a student having taken a course will have mastered it; the experimental result is a test item score, and the values expressed are the costs of wrong pass-fail decisions. Equations and numerical examples demonstrate the solution to this and to more complex problems. Following these examples is another group of examples that abandons the notion of loss or costs in favor of the notion of the utility functions for various decisions. There are discussions of the formal structure of decision theory and of utility theory. Many of the examples are complex and much of the argument is expressed in integrals or summation equations. Topics include: normal form analysis and extensive form analysis; continuous posterior probabilities; a binomial model; threshold utility; linear utility; quadratic, exponential, and squared exponential utility; and three action examples. (CTM)

Lindley, Dennis V.

A Bayesian Solution for Two-Way Analysis of Variance. ACT Technical Bulletin No. 8.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 72

Grant-OEG-0-72-0711

Note-36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Analysis of Variance, *Bayesian Statistics, *Mathematical Models, Tests of Significance

The standard statistical analysis of data classified in two ways (say into rows and columns) is through an analysis of variance that splits the total variation of the data into the main effect of rows, the main effect of columns, and the interaction between rows and columns. This paper presents an alternative Bayesian analysis of the same situation that is appropriate for certain types of prior knowledge. It leads to a rather different treatment of the three factors just mentioned. This analysis proposes a four stage model. The first stage describes the dependence of the x's on the thetas; the second, that of the thetas on the alphas and betas; the third describes the structure of the alphas and betas; and a fourth stage is necessary to describe the prior distributions of mus. Appendices provide derivations and a numerical example. (Author/CTM)

ED 166 225 TM 008 196

Shirts, R. Gary

Trainer's Manual for CEVAL Elementary School. A Simulation Exercise.

California State Dept. of Education, Sacramento.; Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-49p.; An audiocassette, which has been removed from the document, replicates pages 3 through 8 of the first booklet

Available from-Evaluation Improvement Program, Educational Testing Service, Box 2845, Princeton, New Jersey 08541 (Publication Number 298033, $20.00 includes audiocassette and 30 copies of each handout)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Elementary Education, *Evaluation Methods, Evaluation Needs, *Instructional Materials, *Needs Assessment, *Program Evaluation, *Simulation, *Training Techniques, Worksheets, Workshops

The CEVAL simulation exercise is appropriate for use in a workshop setting with up to 30 persons. It gives non-administrative groups school board members, parent advisory councils, teachers, and parents experience in making evaluative decisions, from the perspective of a school principal evaluating five special programs in an elementary school. The exercise, which can be played in 50 to 90 minutes, is designed to acquaint the player with the frustrations and rewards of evaluation, as well as the educational and political context in which evaluation takes place. This document includes instructions for the workshop trainer and one copy of each of four sets of handouts for the participants: (1) summary of rules and background information about the school and its programs; (2) report from the evaluation consultant describing possible methods of evaluation; (3) assessment selection form, used to determine the amount of time devoted to different evaluation activities; and (4) interdistrict memo, which lists eleven questions asked by parents about the effectiveness of the basic education program. (Author/GDC)

ED 166 226 TM 008 197

Fennessey, James And Others

An Exploratory Application of New Techniques for Evaluating Complex Peer Process Models. Report No. 247.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 78

Contract-NE-C-00-3-0114

Note-55p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, Critical Path Method, Educational Research, *Mathematical Models, *Peer Influence, Peer Relationship, Predictor Variables, *Research Methodology, Senior High Schools, Social Science Research

Identifiers-Causal Inferences

Recent theoretical and empirical study has considerably refined knowledge as to the dynamics of peer processes operative within secondary schools, but has tended to neglect models incorporating reciprocal effects. This situation results partly from a scarcity of appropriate data, and partly from limitations of older methodologies of estimating such models. This project makes use of rich survey data, including sociometric information and actual peer responses, and applies some recently developed estimation techniques to estimate the parameters, and the relative predictive power, of two alternative models for the influences of peers on academic achievement. The estimations are complicated by the appearance of unusual patterns in the data. However, they tend to indicate a better fit of the conceptualization which postulates direct reciprocal influences of each student's achievement on that of his peers, in contrast to an alternative model in which achievements depend only on the values of self and peers. In addition to the substantive results, the report also describes some methodological issues and comments on them. (Author/CTM)

ED 166 227 TM 008 201

Scott, Lowell K. And Others
The Influence of Commercial Tutoring on Part I National Medical Board Performance.
Pub Date-11 Nov 77
Note-22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (6th, Birmingham, Alabama, November 11, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Achievement Tests, Course Evaluation, Higher Education, Medical Students, *Program Effectiveness, *Scores, Testing, *Test Wiseness, *Tutorial Programs
Identifiers-*National Board of Medical Examiners Part I Exam

Seventeen medical school students who participated in a commercial test preparation course were matched with 17 other students judged to be of equal ability. These two groups were compared on the basis of their scores on Part I of the National Board of Medical Examiners (NBME). The two groups were matched closely on both the grade point average for the first two years of medical school and scores on a pretest. Students who took the commercial course scored significantly higher on Part I and 16 of the 17 passed, whereas 9 of the control group failed. Questionnaire and interview results indicated that: (1) students were motivated to take the course by fear of failure on the examination; (2) the course offered a well organized approach to condensing two years of study and concentrated on information relevant to the examination; and (3) that instruction in test-taking techniques was not among the most valuable features of the course. (CTM)

ED 166 228 TM 008 203

Evaluation of Title I ESEA Projects, 1977-1978. Abstracts: Report
Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Aug 78
Note-144p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors-Bilingual Education, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Nonpublic School Aid, Program Descriptions, *Program Evaluation, *Remedial Mathematics, *Remedial Reading Programs, School Community Cooperation, Social Sciences, *Summer Programs, Urban Schools
Identifiers-*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Evaluation of 33 Elementary Secondary Education Act Title I projects, together with 14 summer components, in the Philadelphia, Pennsylvania school system are summarized. After the summary, each of the projects are described separately. The project reports include identification and descriptive data followed by comments on observed activities, attainment of objectives, and impact. The summer component reports provide comments on goals set, activities employed to attain the goals, goals attained, goals not attained, and changes suggested by project administrators. The six project categories are: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability pupils; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (Author/CTM)

ED 166 229 TM 008 206

Bolton, Brian And Others

Factor Analytic Studies 1941-1970. Annotated Bibliography. Volumes I, II, III, and IV.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.-ARR&TC-781; ARR&TC-782; ARR&TC-783; ARR&TC-794

Pub Date-73

Grant-SRS-16-P-56812-RT-13

Note-577p.

Available from-Whitson Publishing Company, P.O. Box 958, Troy, New York 12181 ($32.50)

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Factor Analysis, *Psychological Studies, Psychological Testing, Psychology

These four volumes provide a comprehensive survey of the 1,600 factor analytic studies reported in psychological journals between 1941 and 1970. Each study is summarized and indexed using the Psychological Abstracts table of contents. The summaries follow a standard format: purpose, subjects, variables, method, results, and conclusions. The first volume covers eight journals published by the American Psychological Association. Volumes II through IV cover selected sets of other journals. (Author/CTM)

ED 166 230 TM 008 210

Porter, John W.

Seminar on Competency-Based Education. A Position Paper on the Problems and Promises of Competency-Based Education.

Pub Date-17 Jul 78

Note-15p.; Paper presented at the Seminar on Competency-Based Education (sponsored by the National Association of Elementary School Principals and the Charles F. Kettering Foundation, July 17-18, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Standards, Basic Skills, *Educational Needs, *Educational Problems, *Educational Trends, Elementary Secondary Education, Mastery Learning, *Minimum Competency Testing, *Performance Based Education, School Role, State Programs

Identifiers-Michigan, Michigan Educational Assessment Program

The most important aspect of competency-based education is clearly linked to Bloom's mastery learning model: the establishment of behaviors which ought to be learned and adequately performed by public school students. The main components of competency based education are: (1) establishment of student standards; (2) student testing; and (3) professional development of school staff. These components have been a part of Michigan's competency based program for several years. Competency based education is difficult to institutionalize because school personnel are not trained to provide it; because discrepancies exist between parents' and teachers' expectations of students, textbooks used, tests used, and report cards used. Societal and technological changes in the United States, as well as an interest in equality and in effective use of taxes in support of education, have led to a changing role for today's schools. National policy no longer supports the idea that schools should screen, sort, and select students. Competency based education offers the potential to provide equality, equity and excellence in education, because it supports individualized instruction, emphasis on results, parent involvement, cohesive teacher education, and linking between schooling and employment. (GDC)

ED 166 231 TM 008 211

Building Based Planning and Evaluation. A Discussion Paper.

Grand Rapids Public Schools, Mich.
Pub Date- 78
Note-11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Elementary Secondary Education, Evaluation Methods, *Formative Evaluation, Institutional Research, Models, Needs Assessment, *Program Improvement, *School Improvement, School Personnel, *School Planning, *Staff Role

A framework is described for the development of knowledge, skills, and resources necessary to conduct school planning and evaluation activities. The major issues pertaining to a building-based planning and evaluation model are discussed. The building-level approach is recommended because it results in greater efficiency in the development, refinement, and delivery of school services for students. The comprehensive study of a school, as described here, can be easily infused into the accreditation process. These processes were field tested in elementary and secondary schools in Michigan. It was found that the task force approach to planning successfully increased staff involvement in program planning, development, and evaluation. Building personnel were more accepting and supportive of programs which they helped to design. According to the model, involvement of the school principal, the project coordinator, and the building consultant are all essential. The external review team, consisting of accreditation personnel, monitors the progress and products of the school staff. This model can be implemented at the request of the school principal or a divisional director. It consists of five stages: (1) orientation; (2) self-study; (3) cooperative planning; (4) pilot implementation and evaluation; and (5) full-scale implementation and evaluation. (GDC)

Prestwood, J. Stephen Weiss, David J.

The Effects of Knowledge of Results and Test Difficulty on Ability Test Performance and Psychological Reactions to Testing. Research Report 78-2.

Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency-Naval Personnel Research and Development Lab., Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Sep 78
Contract-N00014-76-C-0243
Note-31p.; Parts marginally legible due to print quality
Available from-Psychometric Methods Program, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis, Minnesota 55455 (free while supplies last)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Anxiety, *Complexity Level, *Feedback, Higher Education, Item Analysis, Student Ability, *Student Motivation, *Student Reaction, *Testing, Test Items, Verbal Tests
Identifiers-Computer Assisted Testing, Tailored Testing, *Test Anxiety

Volunteer college students were assigned to one of six computer administered vocabulary tests, one half with immediate knowledge of results (KR) after responding to each item, and the other half without knowledge of results. The six tests were designed to be at one of three levels of difficulty and consisted either of 50 preselected items (conventional testing) or tailored on the basis of previous candidate responses (stradaptive testing). Results indicated that the mean maximum-likelihood estimates of individuals' ability varied as a joint function of the KR condition and of test difficulty. Students in the KR condition scored higher than the other students on the most difficult test and lower on the least difficult test. Questionnaire results indicated that, although the students perceived the differences in test difficulty, there were not shown to be any effects on mean student anxiety or motivation scores attributable to test difficulty alone. Students in general reacted very favorably to receiving immediate knowledge of results and its provision increased the mean level of reported motivation. (Author/CTM)

ED 166 233 TM 008 213

Boersma, Frederic J. And Others
Technical Data on the Student's Perception of Ability Scale: An Instrument for Measuring Academic Self-Concept in Elementary School Children. Research and Information Report.
Alberta Univ., Edmonton. Faculty of Education.
Pub Date-78
Note-36p.
Available from-Dr. F.J. Boersma, Department of Educational Psychology, University of Alberta Edmonton, Alberta, Canada T6G 2G5 ($5.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Ability, Elementary Education, Factor Structure, Foreign Countries, Grades (Scholastic), Learning Difficulties, Norms, School Attitudes, *Self Concept Tests, Sex Differences, *Student Ability, Student Attitudes, *Test Construction, Test Reliability, *Test Validity
Identifiers-Canada, *Students Perception of Ability Scale

The Student's Perception of Ability Scale (SPAS) was developed in response to a need for a reliable and valid instrument to measure academic, rather than general, self-concept in elementary school children. This scale was designed for use with children in Grades 3 to 6. Descriptive data on the SPAS were discussed in terms of its substantive, structural, and external validity. Normative data were given. More specifically, the scale was found to have six meaningful factors, good alpha and test-retest reliability, and strong discriminant and experimental validity. Validity data were presented which indicate that the SPAS clearly differentiates between children who have learning problems and those who do not, and that it correlates about .50 with school grades. The authors concluded that the SPAS measures a unique domain of academic self-concept and has good measurement characteristics. They also discussed possible practical and research implications for the scale. (Author/CTM)

ED 166 234 TM 008 214

Annual Plan for the Improvement of Educational Achievement in West Virginia, 1978-79.
West Virginia State Dept. of Education, Charleston.
Pub Date-Aug 78
Note-47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, College Entrance Examinations, Dropout Characteristics, *Educational Assessment, *Educational Needs, Elementary Secondary Education, Graduate Surveys, *Needs Assessment, Program Evaluation, State Departments of Education, *State Programs, *State Surveys, Vocational Followup
Identifiers-*West Virginia

In response to a directive of the West Virginia Board of Education, the State Superintendent of Schools prepared this overview of student achievement in the state which reviews state level activities to enhance school conditions, and summarizes major recommendations for plans to improve student achievement. Indicators of schooling outcomes include data on the 1977 status of 1976 graduates; average Scholastic Aptitude Test scores for nine previous years; average American College Testing Program scores for nine previous years; and data on placement of vocational students in 1977. The program review discusses state level activities concerning: curriculum, special education, professional development, support services, compensatory education, libraries and other learning resources including innovative projects, child nutrition, equal educational opportunity, transportation, assessment and evaluation, facilities, energy conservation, vocational and adult education, and finance. Five priorities for the coming year are: improving mathematics achievement; improving education for the secondary years; continuing reading achievement improvement; expanding education for exceptional children; and developing a state assessment program. (Author/CTM)

ED 166 235 TM 008 219

Knapp, Joan Hamilton, I. Bruce

The Effect of Nonstandard Undergraduate Assessment and Reporting Practices on the Graduate School Admissions Process. GRE Board Research Report GREB No. 76-14R.

Educational Testing Service, Princeton, N.J.

Pub Date-Jul 78

Note-72p.; Best copy available

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-*Academic Records, *Administrative Problems, Admission Criteria, *College Admission, Credentials, *Educational Alternatives, Grading, *Graduate Study, Higher Education, *Informal Assessment, National Surveys, Student Evaluation

Identifiers-*Evaluation Problems

This survey identified problems encountered by deans and admissions staff from 35 graduate schools regarding a typical undergraduate assessment and reporting procedures such as credit by examination, credit for prior learning or field experience, narrative transcripts, and pass/fail grading. Eighteen of these schools were studied in depth via site visits in order to provide attitudinal and anecdotal information. Graduate school deans and faculty reported that they have not received a great number of nonstandard transcripts or transcripts with nonstandard notation. Nevertheless, when such records do appear in student applications, they cause two major problems: because grades usually are not associated with nonstandard notation, grade-point averages cannot be calculated easily; and information that explains nonstandard notation rarely accompanies the transcripts. Credit by examination, credit for prior learning, and credit for faculty-sponsored field experience cause fewer problems in the admissions process than narrative transcripts, provided the number of these credits is small and not in the student's major field. Narrative descriptions of achievement are problematic because of the lack of a comparative basis for judgment, the uneven nature of the descriptions, and the length of the reports. Survey questions and sample transcripts are appended. (Author/GDC)

Altman, Robert A. Holland, Paul W.

A Summary of Data Collected From Graduate Record Examinations Test-Takers During 1975-76. Data Summary Report Educational Testing Service, Princeton, N.J.

Pub Date-Mar 77
Note-96p.; For related document, see TM 007 265 ; Parts marginally legible due to light type
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Aptitude Tests, *Biographical Inventories, *College Entrance Examinations, College Majors, College Students, *Educational Background, *Graduate Study, Higher Education, Scores, *Student Characteristics, Tables (Data)
Identifiers-*Graduate Record Examinations

The data presented in this report summarize the background characteristics of 234,796 college students who took the Graduate Record Examinations (GRE) Aptitude Test during 1975-1976 and who responded to at least one of the thirteen background questions. Response data are presented for the following questions: (1) whether or not GRE tests have been taken previously; (2) U.S. citizenship; (3) whether or not English is the primary language; (4) ethnic or racial background; (5) undergraduate enrollment of undergraduate institution attended; (6) public, private, or religious affiliation of undergraduate institution; (7) year bachelor's degree received; (8) most recent year in which graduate school was attended at least half-time; (9) public, private, or church affiliation of graduate institution; (10) graduate degree objective; (11) age; (12) undergraduate major; and (13) intended graduate major. Additional tables compare responses to two questions (such as ethnic group, age, degree objective), and cross tabulate verbal and quantitative scores on the GRE or sex of student with selected responses. (GDC)

Echternacht, Gary
Alternate Methods of Equating GRE Advanced Tests. Project Report PR 71-17 (October 1971). GRE Board Professional Report GREB No. 69-2P.

Educational Testing Service, Princeton, N.J.
Report No.-GREB-69-2P
Pub Date-Jun 74
Note-90p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Achievement Tests, Aptitude Tests, *College Entrance Examinations, *Comparative Statistics, *Equated Scores, *Goodness of Fit, Graduate Study, Higher Education
Identifiers-*Graduate Record Examinations

When two different forms of a particular test are given to different groups of candidates, it is often necessary to make the test results for the two tests or groups as comparable as possible; the statistical process used for this purpose is termed equating. Two different methods of equating Graduate Record Examinations (GRE) Advanced Tests were compared. One method used data from a group of items that were common to both tests, while the other method used data from the GRE verbal aptitude test and quantitative aptitude test, also taken by both groups of candidates. The results of 158 equatings for the 17 GRE Advanced Tests were tabulated and presented graphically. Out of the 17 different test series, nine different series had equating differences at one end or the other of the score distribution equal to about one half a standard deviation, and about three percent of the 158 equatings had differences of over one standard deviation. (Author/CTM)

ED 166 238 TM 008 230

Clark, Mary Jo

The Assessment of Quality in Ph.D. Programs: A Preliminary Report on Judgments by Graduate Deans. GRE Board Preliminary Report (September, 1973). GRE Board Research Report GREB No. 72-7aR.

Educational Testing Service, Princeton, N.J.
Report No.-GREB-72-7aR
Pub Date-Oct 74
Note-116p.; Parts marginally legible due to print quality
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrator Attitudes, College Deans, *Doctoral Programs, Educational Objectives, *Educational Quality, *Evaluation Criteria, Graduate Study, Higher Education, Institutional Characteristics, *Program Attitudes, Program Content, Program Evaluation, *Success Factors, Surveys

Graduate school deans were surveyed to identify characteristics indicating Ph.D. program quality, as well as acceptable ways to measure such characteristics. Doctoral programs in many different fields of study were considered, but three purposes of a Ph.D. program were emphasized: the training of scholarly researchers, college teachers, and professional practitioners. Two separate questionnaires were sent to 63 deans; 60 responded to at least one questionnaire. The first involved program characteristics that indicate quality for each of the three training goals. The second dealt with the availability and adequacy of measures of these program characteristics. Data were also collected on the background characteristics of the respondents. The results indicated that the most important criteria included: (1) faculty training, research activity/productivity, and teaching effectiveness (2) student ability before and after the program, and graduates' accomplishments; (3) financial support for the program, library, laboratory, and facilities; and (4) program purposes, courses offered, and admission policies. Ways to measure these criteria were suggested; data were provided about their adequacy and availability, and percent of administrators preferring each measure. The respondents also ranked the importance of the major tasks performed in their own institutions. (GDC)

ED 166 239 TM 008 233

Ward, William C. Frederiksen, Norman

A Study of the Predictive Validity of the Tests of Scientific Thinking. Research Bulletin RB-77-6. (May 1977). GRE Board Professional Report GREB No. 74-6P.

Educational Testing Service, Princeton, N.J.

Report No.-GREB-77-6

Pub Date-Oct 77

Note-58p.

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Academic Achievement, *College Entrance Examinations, *Creative Thinking, Creativity Tests, Graduate Study, Higher Education, Item Sampling, Occupational Tests, Performance Tests, *Predictive Validity, *Psychology, Questionnaires, Scientific Methodology, Self Evaluation, *Test Validity

Identifiers-*Graduate Record Examinations, *Tests of Scientific Thinking

This study provides preliminary evidence as to the validity of measures derived from the Tests of Scientific Thinking'' (TST). The TST and the Graduate Record Examinations (GRE) were compared with regard to their relationships to interests, self-appraisals, and accomplishments of students during their first year of graduate work in psychology. Criterion variables were obtained from a questionnaire mailed to students near the end of the spring academic semester. Difficulties in data analysis were created both by the item-sampling character of the experimental test data, and by a relatively small rate of return of questionnaires. It is possible to show, however, that the correlations do exhibit appreciable nonchance variance with regard to consistency across tests and across related questionnaire variables. The GRE tests were found to be more effective than the experimental instruments in predicting quality of the department attended, but the experimental tests were more effective in two other domains: self-appraisals of knowledge of psychology and skills in psychological activities; and professional accomplishments such as research, publications, and teaching. (Author/ROF)

ED 166 240 TM 008 244

Borton, Barbara H.

Milwaukee Bilingual Education Program 1977-1978. (ESEA Title VII Bilingual Grant Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date-78

Note-138p.; For related document, see ED 135 823; Page 139 is in Spanish

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors-*Academic Achievement, *Bilingual Education, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Multicultural Education, Parent Attitudes, Program Descriptions, *Program Evaluation, Reading Achievement, *Spanish Speaking, Student Attitudes, Typewriting

Identifiers-Elementary Secondary Education Act Title VII, Milwaukee Public Schools WI, Wisconsin (Milwaukee)

This evaluation report describes the outcomes of the third year of an ESEA Title VII continuation grant to refine an exemplary bilingual/bicultural kindergarten-primary prototype program and to develop three new secondary subjects: English for Latinos, Bilingual Typing, and Career Orientation. The 1,004 pupils in the 1976-77 program varied in language dominance from monolingual English through bilingualism to monolingual Spanish. For these pupils in a developmental'' model, bilingual teachers presented the regular curricula in both Spanish and English in a program emphasizing Hispanic culture. The bilingual/bicultural program and the evaluation design are described. Results are presented for kindergarten, English reading, Spanish reading, bilingual language skills, mathematics, secondary school programs, English for Latinos, and bilingual typing. Additional studies include attitudes toward school, a parent survey, a bilingual typing survey, a modified cloze test for Spanish reading comprehension, a census of limited-English-speaking pupils, and evaluation of a preservice workshop. (Author/CTM)

ED 166 241 TM 008 254

Gould, R. Bruce

Air Force Officer Qualifying Test Form N: Development and Standardization. Final Report for Period March 1974 - March 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-43
Pub Date-Aug 78
Note-24p.
Available from-Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (Stock Number 771-122/57)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Aircraft Pilots, Item Analysis, *Norms, *Occupational Tests, *Officer Personnel, Personnel Selection, Scores, *Test Construction, Test Reliability, Test Validity
Identifiers-*Air Force Officer Qualifying Test

The construction and norming of Form N of the Air Force Officer Qualifying Test (AFOQT) is described. The new form serves the same purpose as its predecessor and possesses basically the same characteristics. References are made to the research which provided the basis for most of the changes. Other changes were made because of the admission of women to the Air Force. The test battery yields five composite scores: Pilot, Navigator-Technical, Officer Quality, Verbal, and Quantitative. Two sets of conversion tables are provided for examinees' scores according to educational level two or more years of college, and less than two years of college. Standardization was accomplished by administering the test to samples of examinees from all major sources for commissioned personnel in the Air Force as well as to a sample of second lieutenants. Conversion tables for each raw score composite to percentile ranks are given, as are score distribution summary data and distribution curves. Summaries of item difficulty data and test reliabilities are given. (Author/CTM)

ED 166 242 TM 008 255

Peterson, Joseph L. And Others

Crime Laboratory Proficiency Testing Research Program.

National Inst. of Law Enforcement and Criminal Justice (Dept. of
Justice/LEAA), Washington, D.C.

Pub Date-Oct 78

Grant-74NI-99-0048; Available from-Superintendent of Documents, United
States Government Printing Office, Washington, D.C. 20402 (Stock
Number 027-000-00713-9)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors-*Chemical Analysis, *Equivalency Tests, Feasibility Studies, *Laboratory Techniques, Laboratory Technology, *Law Enforcement, *National Surveys, Performance Tests, *Science Laboratories, Test Construction, Testing Programs, Work Sample Tests

Identifiers-*Crime Laboratories

A three-year research effort was conducted to design a crime laboratory proficiency testing program encompassing the United States. The objectives were to: (1) determine the feasibility of preparation and distribution of different classes of physical evidence; (2) assess the accuracy of criminalistics laboratories in the processing of selected samples of physical evidence; (3) conduct statistical studies of the tests administered; and (4) establish the basis for the design of education and self-improvement programs which will assist the criminalistics profession to higher levels of proficiency. The following types of samples were manufactured, packaged and distributed: controlled substances, blood, paint, glass, hair, fibers, firearms, physiological fluids (semen, saliva), questioned documents, wood, arson accelerants, soils, and metals. The data were analyzed by giving full, partial or no credit, depending upon how thoroughly the work was performed. It was concluded that voluntary, anonymous proficiency testing is both feasible and necessary, and that there is a need for ongoing proficiency testing. A wide range of proficiency levels was found among the nation's laboratories, with several evidence types posing serious difficulties for the laboratories. The majority of laboratories lacked the financial resources to participate in a proficiency testing program on a fee basis. Several recommendations were made. (Author/GDC)

ED 166 243 TM 008 256

Bills, Robert E.

Summary Data and Interpretations: A System for Assessing Affectivity.

Pub Date-3 Aug 78
Note-314p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-*Affective Behavior, *Affective Tests, *Age Differences, Attitude Tests, Elementary Secondary Education, Locus of Control, Parent Attitudes, *Racial Differences, *School Attitudes, Self Concept, Self Concept Tests, *Sex Differences, Student Adjustment, Student Attitudes, Student Teacher Relationship, Tables (Data), Test Results, Values

Test results were consolidated from needs assessments or program evaluations conducted between 1969 and 1978, and extensively analyzed. About 120,000 elementary and secondary students and their parents were tested; the majority of the sample is from the Southeast, and of these the largest number are from Alabama. Five tests were interpreted: (1) Feelings About School; (2) Locus of Responsibility Scale (classroom decision making); (3) Relationship Inventory (teacher attitudes toward student); (4) four levels of the Index of Adjustment and Values (perception of self and others); and (5) Parent Inventory. Data were first summarized to provide descriptive and normative statistics and then examined for trends by grade, sex and race. White females had the most positive school attitudes and enjoyed the best relationship with their teachers, although for all groups both attributes decline with increasing age. Parents' attitudes likewise became more negative. The Index of Adjustment and Values gave the most extensive evidence regarding the affective effects of education. Perception of self and others and value adherence deteriorate with age. On self concept, males scored lower than females and whites scored lower than blacks. Blacks scored lower on values than whites. Implications of the results are discussed and copies of the tests are included. (CP)

ED 166 244 TM 008 263

Bunda, Mary Anne, Comp.
Evaluation Bibliography. Aid Western Michigan Univ., Kalamazoo. School of Education.
Pub Date-Nov 76
Note-67p.
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Michigan 49008 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Bibliographies, Curriculum Evaluation, *Educational Assessment, Educational Research, *Evaluation, *Evaluation Methods, Program Evaluation, Research Methodology, Teacher Evaluation, Testing, Theories

This bibliography lists 603 journal articles and books which are relevant to individuals interested in evaluation. Arranged alphabetically by author, the citations include textbooks in evaluation theory and research design, conference presentations, and unpublished papers available from the authors. The bibliography attempts to present different perspectives and ``fugitive'' literature, as opposed to the ``classic'' evaluation literature. It does not claim to be complete or exhaustive. A subject index is appended. Topics include: current issues in education; curriculum research, development, and evaluation; case studies and evaluation reports; evaluation theory; measurement textbooks; educational objectives; educational accountability; proposal and report writing; research design; evaluation methods; teacher evaluation; testing; and tests. (Author/GDC)

ED 166 245 TM 008 266

Bossone, Richard M., Ed.
The Second National Conference on Testing: Major Issues. Proceedings.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-CTB / McGraw-Hill, Monterey, Calif.
Report No.-CASE-27-78
Pub Date-78
Note-151p.; Proceedings of the National Conference (2nd, San Francisco, California, September 21-22, 1978)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Conference Reports, *Educational Testing, Evaluation Methods, Federal Regulation, *Government Role, Information Dissemination, *Minimum Competency Testing, Program Evaluation, State Programs, Student Testing, *Testing Problems, *Testing Programs, *Test Interpretation, Test Results

The speeches presented at the second national conference on testing deal with models for program evaluation, reporting of test results, minimum competency programs, and the role of state and federal government in educational testing. Various approaches to program evaluation, and its relationship to testing are described by Michael Scriven, Lee J. Cronbach, and Robert E. Stake. Responsible reporting about testing is then discussed by Frank J. Macchiarola, chancellor, New York City Public Schools; Harry Handler, deputy superintendent, Los Angeles School District; and Ronald D. Moskowitz, education correspondent, San Francisco Chronicle. The problems and prospects of minimum competency testing programs are reviewed by Chris Pipho, Walt Haney, and Ken Loewe, who describes recent experiences in Florida. Speakers on the government role in testing include Alexander I. Law, representing California; A. Craig Phillips, from North Carolina; and John W. Evans and David M. Shoemaker of the U.S. Office of Education. Concluding remarks are made by Michael Scriven. (GDC)

ED 166 246 TM 008 267

Robertson, David W. And Others

Comparative Racial Analysis of Enlisted Advancement Exams: Item Differentiation. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-77-16
Pub Date-Feb 77
Note-56p.; For related document, see ED 152 841

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Enlisted Personnel, *Item Analysis, *Occupational Tests, Promotion (Occupational), *Racial Differences, Technical Occupations, *Test Bias, *Test Construction, Test Items, Test Reliability, Test Validity

Identifiers-*Item Difficulty, *Item Discrimination (Tests), Test Length

A comparative study of item analysis was conducted on the basis of race to determine whether alternative test construction or processing might increase the proportion of black enlisted personnel among those passing various military technical knowledge examinations. The study used data from six specialists at four grade levels and investigated item analysis data indicating item difficulty, item-test point-biserial correlation, item-subtest correlation, item differentiation (between high scoring and low scoring groups), and item-criterion correlation (where the criterion was the performance factor rating). It was found that item differentiation was generally lower for blacks than for whites; that the highest item-differentiation values tended to be for easier items; that items that were nearly equal in difficulty for blacks and whites tended to be very difficult items; and that items with high item-criterion correlations tended to have low item-test correlations. It was also found that tests of 20 to 30 items selected by the item-criterion correlation method were more valid than longer tests up to 150 items. Various aspects of item analysis are discussed and data are provided for a variety of comparisons. (Author/CTM)

ED 166 247 TM 008 272

Blackwell, Martha W.

Attitudinal and Demographic Characteristics of Education Students at Auburn University at Montgomery.

Pub Date-Nov 77
Note-81p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Birmingham, Alabama, November, 1977)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Attitude Tests, Differences, *Education Majors, Elementary Secondary Education, Higher Education, *Norms, Sex Differences, *Student Attitudes, Student Characteristics, Student Experience, *Teaching, *Work Attitudes
Identifiers-Auburn University Montgomery AL, Local Norms, Minnesota Teacher Attitude Inventory

Norms are presented for various categories of undergraduate and graduate students of education at Auburn University at Montgomery for the total score on the Minnesota Teacher Attitude Inventory. The population was limited to students enrolled in education courses from fall 1973 through 1976, and included 612 volunteers who responded anonymously. Groups found to have significantly more positive attitudes towards children and school work were students in Early Childhood/Reading and in Elementary-Special Education. Those in Secondary-Academic, Counseling-School, and Administration/Supervision had less positive attitudes. Demographic characteristics associated with more positive attitudes include: having at least one offspring, having no work experience prior to teaching, and being female. Characteristics associated with less positive attitudes include: having six or more siblings, being male, having a younger brother, and having had other work experience prior to teaching. (Author/CTM)

Proceedings of the National Conference on Minimum Competency Testing.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-92p.; Papers presented at the National Conference on Minimum Competency Testing (Toronto, Ontario, Canada, March 29, 1978); Not available in hard copy due to author's restrictions
Available from-Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($3.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Achievement, *Academic Standards, *Basic Skills, Conference Reports, *Cutting Scores, Elementary Secondary Education, Equated Scores, Legal Problems, Mastery Tests, *Minimum Competency Testing, Political Issues, State Programs, *Student Certification, Test Bias, *Testing Problems, Test Interpretation
Identifiers-California

Seven prepared papers, with questions from the audience and answers by participants make up the proceedings of this conference on minimum competency testing. A number of conceptual and technical problems were raised, as well as questions about the effects of minimum competency testing on the curriculum and the psychological effects of the program on students, teachers, and others. The moral and legal problems concerned with phase-in periods, the match between the test and the curriculum, the possibility of racial discrimination, and the characteristics of a model program were discussed. Techniques for implementing cut-off decisions were described and the place of human judgment was debated. A suggestion was made that scaled certification was preferable to categorical pass-fail decisions. Comments were made on a series of possible positive and negative effects of minimum competency testing. The California state testing program was described, and questions were raised about the process and validity of setting standards. The speakers included Decker F. Walker, Merle Steven McClung, Carol A. Dwyer, Loretta A. Shepard, Ellis B. Page, Ruth S. Nickse, and Dale Carlson. (CTM)

ED 166 249 TM 008 285

Lorentz, Jeffrey L.

Methodological Considerations in Teacher Effectiveness Research.

Pub Date-27 Oct 78

Note-20p.; Paper presented at the conference of the Southeastern Regional Association of Teacher Educators (Biloxi, Mississippi, October 27, 1978) ; Figures 1 thru 5 are marginally legible

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Classroom Observation Techniques, Classroom Research, *Data Analysis, *Data Processing, Discriminant Analysis, *Effective Teaching, Observation, *Research Methodology, Scoring, *Teacher Evaluation, Test Reliability

The Carroll County (Georgia) Competency-Based Teacher Certification Project developed a measure of teacher effectiveness, the 341-item Georgia Assessment of Teacher Effectiveness, based upon five previously published classroom observation systems. Three concerns were drawn from the development of this instrument: (1) the reduction of observational data to meaningful units for later analysis; (2) the scoring of these data to produce reliable indices of teacher behavior, and the provision for meaningful feedback in the form of behavioral profiles; and (3) the use of discriminant analysis to contrast a priori groups of teachers on the behavioral indices. The data were recorded by observers and keypunched to be transcribed to machine-readable form. Flexibility, ease of transcription, and compactness were useful characteristics of this process. The observers coded teacher behavior according to low-inference rating processes. The computer program then provided scores for behaviors which were already determined to be indicators of effective teaching. It provided functions for data aggregation, scoring of keys, extimation of reliability, and provision of profiles of each classroom. Discriminant analysis was used to compare the results for three groups of teachers (metropolitan, small town, and rural) and two groups of student teachers (from urban and rural universities). The two groups of student teachers were most extreme in their differences. The data are appended. (GDC)

Kennedy, Dale

The Nebraska Blueprint for School Assessment Programs. Volume 1: Purposes and Categories of Measurement.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-48p.; For related documents, see TM 008 291 and 292
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Achievement Tests, Aptitude Tests, *Educational Assessment, *Educational Testing, Elementary Secondary Education, *Guidelines, Intelligence Tests, Interest Tests, Performance Tests, *Testing Programs, Tests

This is the first of three volumes designed to cover the problems and issues of developing and managing a formal assessment program. They also offer guidelines and illustrations of several aspects of assessment programs, such as administering tests or documenting their results. This volume deals with the regulations governing school assessment programs in Nebraska, the general purposes for which assessment information is collected, and the kinds of measuring instruments used for such collection. It provides a summary of existing measurement theory and measurement technology with respect to educational settings. It outlines general requirements for assessment and special requirements for Title I and for programs for handicapped children. It discusses the purposes of assessment for accountability, diagnosis, and management and criterion measures. It discusses varieties of tests and assessment techniques under three headings: general ability (intelligence or general aptitude and general achievement or educational development); special abilities (primary mental abilities and aptitude batteries and various achievement measures); and measures of typical performance, specifically interest inventories. (Author/CTM)

ED 166 251 TM 008 291

Kennedy, Dale

The Nebraska Blueprint for School Assessment Programs. Volume 2: Processes and Procedures.

Nebraska State Dept. of Education, Lincoln.

Pub Date-78

Note-56p.; For related documents, see TM 008 290 and 292

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Data Processing, *Educational Assessment, *Educational Testing, Elementary Secondary Education, Guidelines, *Program Administration, *Recordkeeping, Scoring, *Student Records, *Testing Programs, Test Interpretation

This is the second of three volumes designed to cover the problems and issues of developing and managing a school assessment program. The series offers guidelin[illegible]d illustrations of several special aspects of assessment programs, such as administering tests and documenting their results. This volume deals with the planning of assessment programs; the program's standing documentation; and the problems of administering, scoring, record-keeping, and reporting referred to collectively as the logistics of management. (Author/CTM)

ED 166 252 TM 008 292

Kennedy, Dale

The Nebraska Blueprint for School Assessment Programs. Volume 3: Technical Information.

Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-77p.; For related documents, see TM 008 290 and 291
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Data Analysis, *Educational Assessment, *Educational Testing, Elementary Secondary Education, Glossaries, Guidelines, Resource Materials, Testing Programs, Test Reliability, *Tests, *Test Selection, Test Validity

This is the third of three volumes designed to cover the problems and issues of developing and managing a formal assessment program. They also offer guidelines and illustrations of several of the more special aspects of assessment programs, such as administering tests or documenting their results. This volume contains summaries of technical information. It discusses test reliability and validity. It lists the addresses of several test publishers and provides a classified list of 90 tests or test batteries including achievement tests, diagnostic tests, interest tests, mental ability tests, multi-aptitude tests, personality tests, reading readiness tests, reading tests, and other tests. It lists a variety of sources of information, including professional associations and publications. It provides computing guides for common elementary statistical procedures and a glossary of 67 statistical or measurement terms. (Author/CTM)

ED 166 253 TM 008 310

Second-Year Findings, with Special Emphasis on Cognitive Outcomes: Evaluation of the New York State Experimental Prekindergarten Program.

New York State Education Dept., Albany. Div. of Research.

Pub Date-31 Oct 78

Note-63p.; For related documents, see ED 151 369, 399, 400, 401, and 406

Available from-Prekindergarten Evaluation Unit, State Education Department, Albany, New York 12234 (no charge)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors-Analysis of Covariance, *Cognitive Development, Cognitive Tests, Early Childhood Education, Kindergarten, *Longitudinal Studies, Parental Background, *Preschool Programs, Preschool Tests, *Program Evaluation, Socioeconomic Background

Identifiers-*New York Experimental Prekindergarten Program

In 1975 a longitudinal study was begun to determine the impact of the New York State Experimental Prekindergarten Program on the children's cognitive development. The program enrolls approximately 6,500 children annually. Three cognitive measures were used to evaluate program effects: the Walker Readiness Test for Disadvantaged Children, the Cooperative Preschool Inventory, and the Peabody Picture Vocabulary Test. First-year results indicated that the program had a positive effect on children's performance on the Walker and the Peabody. During the second year, children were studied in kindergarten and in prekindergarten. Results indicate that: (1) the positive effects of the program were still evident on the Walker and the Cooperative at the beginning of kindergarten; (2) effects on the Walker persisted at least until the end of kindergarten; (3) the program was most effective for children whose mothers have the least education and perhaps for children whose families have the lowest income; and (4) the program had a positive effect on the performance of a second wave of children on all three measures administered at the end of prekindergarten. (Author/CTM)

ED 166 254 TM 008 320

Patterson, Henry O. Milakofsky, Louis

A Paper-Pencil Inventory for the Assessment of Piaget's Tasks.

Pub Date-28 Aug 78
Note-47p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Age Differences, Cognitive Development, *Cognitive Tests, *Developmental Stages, Elementary Secondary Education, Higher Education, Multiple Choice Tests, Test Reliability, Test Validity, *Visual Measures
Identifiers-*Inventory of Piagets Developmental Tasks, Paper and Pencil Tests, *Piagetian Tests

A project to evaluate Furth's Inventory of Piaget's Developmental Tasks is described, particularly as that test might be useful in adapting instruction and curricula to the cognitive level of science students. This multiple-choice paper-pencil inventory has 72 items in five problem areas: conservation, images, relations, classification, and laws. The test was designed to measure both concrete and formal operations for subjects eight years of age and older. This study measured the reliability of the test for groups in third grade, sixth grade, ninth grade, and college. The lowest reliabilities were found in sixth grade, the age closest to the transition from concrete to formal operations. Test validity was studied several ways. Group and individual administrations were found to give similar results. Age trends followed expected patterns. Correlations with test scores and academic grades ranged from .42 to .87. It was concluded that this is a useful test in certain areas, and that it would be valuable to develop norms. The data were not conclusive, but it appeared that this test would also be useful with mildly or moderately retarded adults. (Author/CTM)

ED 166 255 TM 008 322

Busbee, Cyril B.

South Carolina Statewide Testing Program 1977-78. General Report. Office of Research Report Series. Volume One/Number 40.

South Carolina State Dept. of Education, Columbia. Office of Research.
Pub Date-Aug 78
Note-184p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Tests, Age Differences, Basic Skills, Educational Assessment, Elementary Secondary Education, Grade Equivalent Scores, National Norms, Norm Referenced Tests, *State Programs, *Testing Programs, Test Interpretation, Test Reliability, *Test Results
Identifiers-Comprehensive Tests of Basic Skills, Out of Level Testing, *South Carolina

The results and methodology of the South Carolina 1977-78 statewide spring testing program for grades 3, 6, and 11 are presented and discussed. The discussion of the results focuses on a comparison of the 1978 results to national norms, a comparison of 1978 to 1977 results, a performance comparison across grade levels, and a comparison of skill area and subskill area performance within grade levels. Data are given by race, sex, and Title I status, and statistics are also given for data adjusted to weight white and nonwhite students proportionately to the national normative sample. The first chapter discusses the nature of the testing program, its purpose and objectives, and the changes in the program since its beginning in 1970. Chapter two discusses methodology with respect to student participation, the tests that were chosen, the use of functional-level testing (that is, the use of below-level tests in schools that previously had large proportions of low scoring students), operational procedures, and limitations on the interpretation of test results. Chapter three discusses the interpretation of scores and score reports, describes the various report forms and defines and discusses terminology. The last four chapters present the results of the testing. (Author/CTM)

ED 166 256 TM 008 324

Sternberg, Robert J.

Contrasting Conceptions of Intelligence and their Educational Implications. Technical Report No. 14.

Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Nov 78
Contract-N0001478C0025
Note-58p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Cognitive Processes, Deductive Methods, Educational Research, *Educational Theories, Factor Analysis, Individual Differences, Inductive Methods, *Intelligence, *Intelligence Factors, Literature Reviews, *Logical Thinking, Problem Solving, *Psychometrics, Research, *Thought Processes
Identifiers-*Componential Intelligence

The componential conception of intelligence is summarized and contrasted with the psychometric conception. A brief history of concepts of intelligence is presented, beginning with Galton's anthropometric approach and Binet's more educationally relevant approach. Spearman's, and later Thurstone's, contributions to factor analysis promoted a psychometric approach dependent for analysis on individual differences among the persons taking the tests. Sternberg's componential conception, in contrast, is dependent on analyses of the tasks used to elicit evidence of intelligent behavior, the components and metacomponents that the tasks entail, the contents, representations, and formats upon which they operate, and the strategies they allow for combinations of components. Intelligence is conceived of as reasoning ability, either inductive or deductive. Inductive reasoning may be either analogical, classificational, or serial. Deductive reasoning may be transitive or quantified and includes linear, categorical, or conditional syllogistic reasoning. This conception of intelligence suggests numerous possible educational interventions that may be used to increase the intelligent responses that are made in problem solving. This conception of intelligence may serve to strengthen the connections between research on intelligence and research on education. (Author/CTM)

ED 166 257 TM 008 333

Rudner, Lawrence M.

A Short and Simple Introduction to Tailored Testing.

Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Williamsburg, Virginia, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Ability, Bayesian Statistics, *Individual Tests, *Item Analysis, *Item Banks, *Mathematical Models, Test Construction, *Testing, Testing Problems, Test Items
Identifiers-Adaptive Testing, *Computer Assisted Testing, Fixed Steps Procedure, Flexilevel Tests, Robbins Monro Process, *Tailored Testing, Test Length

Tailored testing provides the same information as group-administered standardized tests, but can do so using fewer items because the items administered are selected for the ability of the individual student. Thus, tailored testing offers several advantages over traditional methods. Because individual tailored tests are not timed, anxiety is reduced and examinee motivation is improved. Economic advantages involve reduced test time, immediate availability of results, and reduced personnel requirements. Effective tailoring occurs at the item level, involving two steps: estimation of the examinee's ability from his or her previous responses, and selection from an item bank of the item likely to measure most effectively. Five methods of estimating item difficulty or appropriateness are: (1) Robbins Monro procedure; (2) fixed step size; (3) flexilevel, which requires a smaller item pool; (4) Bayesian procedures; and (5) stratified-adaptive or stradaptive procedures. (Author/GDC)

ED 166 258 TM 008 334

Hiscox, Suzanne B. Owen, Thomas R.

Behind the Basic Assumption of Model A.

Pub Date- Mar 78

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Assoication (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, Achievement Tests, Attrition (Research Studies), Compensatory Education Programs, Educational Assessment, Elementary Education, *Evaluation Methods, *Longitudinal Studies, Models, *Norm Referenced Tests, *Norms, Program Evaluation, Research Design, Sampling, *Statistical Bias

Identifiers-Elementary Secondary Education Act Title I, *Regression Effects, *RMC Models

This study explored the assumption that the percentile rank of a group of students should be expected to remain the same on a post-test as on a pretest when the treatment of the group in the intervening period was the same as the treatment of the norms population. This assumption is basic to the use of the norm-referenced model for the assessment of Elementary Secondary Education Act Title I programs. Among the effects which may weaken the usefulness of the assumption are sampling errors, floor effects, out-of-level testing effects, selective drop out, poor match between the curriculum and test content, and regression effects. In this study, longitudinal data were studied for up to four years for Portland, Oregon, public school students selected to be below certain specified pretest percentiles. The differences from one year to another range from zero to nine percentiles. This variation may well be large enough to overshadow Title I effects. (Author/CTM)

ED 166 259 TM 008 338

Evaluation of Title IV-C ESEA Projects, 1977-1978. Annual Report. Report
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Nov 78
Note-98p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, *Educational Alternatives, *Educational Assessment, Educational Objectives, *Educational Programs, Elementary Secondary Education, *Program Evaluation, School Districts
Identifiers-Elementary Secondary Education Act Title IV C, Pennslyvania (Philadelphia), *Philadelphia School District PA

Reports of fourteen program descriptions and evaluations are presented. All but two were produced by the Department of Federal Evaluation Resource Services, a model state evaluation project. The projects varied in purpose; budget; grades served; and number of students, teachers, and administrators participating. Reports vary in detail from one to twelve pages. Project titles are: (1) Academics Plus Model School (achievement gains on California Achievement Test); (2) Building Bridges (public and non-public school cooperation in enrichment activities); (3) Consumer Affairs Education Service (curriculum development); (4) District Six Alternative Program; (5) Edison Project (dropout prevention); (6) Environmental Education Alternative; (7) Mainstreaming; (8) MERIT (reading improvement); (9) Performing Arts; (10) Preparatory Seven (basic skills development); (11) School for All Ages (cross-age interaction, adult education, mastery learning); (12) Skill Development Center (mainstreaming); (13) Tutor Corps; and (14) Video Cassette Library. (CP)

ED 166 260 TM 008 339

House, Peggy A.

Minnesota Gifted Education Master's Program: Evaluation Report, 1978.

Minnesota State Dept. of Education, St. Paul.
Pub Date-Oct 78
Note-79p.; For related document, see ED 154 026
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-*Academically Gifted, Achievement Gains, *Curriculum Evaluation, Elementary Secondary Education, Graduate Study, Higher Education, Participant Satisfaction, Practicums, *Special Education Teachers, State Programs, *Stereotypes, Student Characteristics, Talented Students, *Teacher Attitudes, Teacher Education Curriculum, *Work Attitudes
Identifiers-*Adjective Checklist (Gough and Heilbrun), Minnesota

The Minnesota Gifted Education Master's Program (MGEMP) was designed to provide practicum experience, leadership training for program implementation, and teaching techniques for achieving and underachieving gifted students. To evaluate the second summer of this four-year program, the twenty-five participants were administered two cognitive tests and two attitude tests on the first and last days of the program. The first test measured knowledge of psychological theory, research, teaching strategy, and educational needs. The second posed three hypothetical situations and requested participants to suggest alternative solutions. Post program scores showed significant gains for both tests. A third test measured attitude toward gifted education programs in general and in participants' own schools, as well as personal teaching preferences. Finally, participants described typical gifted children and gifted students with whom they had personal contact using the complete Adjective Check List. Favorable adjectives describing superior intellectual ability and unfavorable descriptors such as argumentative and opinionated dominated teachers' sterotypes of the gifted. A followup on former MGEMP participants indicated the program was successful in increasing their leadership role. Results for this second year evaluation generally reinforce and replicate those of the previous summer. Course and practicum outlines are appended. (CP)

ED 166 261 TM 008 340

House, Peggy A.
Minnesota Talented Youth Mathematics Project: Evaluation Report 1977-78.
Minnesota State Dept. of Education, St. Paul.
Pub Date-Jul 78
Note-88p.; For related document, see ED 154 024
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Academic Achievement, *Accelerated Courses, *Achievement Gains, Junior High Schools, *Predictive Ability (Testing), Program Attitudes, *Program Evaluation, *Secondary School Mathematics, Sex Differences, Student Attitudes, *Talented Students
Identifiers-Cooperative Mathematics Tests, School and College Ability Tests

Fifty-seven outstanding students, grades seven to nine, entered the first or second year of the Minnesota Talented Youth Mathematics Project. First year students earned credit for two years of high school algebra in one year; second year students earned high school credit for either transformational or traditional geometry and trigonometry. Classes met weekly after school for thirty weeks. The search for participants was only partially successful because fewer then one-third of the schools in the Minneapolis-St. Paul area were represented. The selection criteria, based on the School and College Ability Test (SCAT) were significant predictors of algebra achievement but not of geometry and trigonometry achievement. No sex differences in achievement were noted, but girls had a high attrition rate during and after the first year. Although no conclusions could be drawn about attitude change after several administrations of the Mathematics Attitude Inventory, there was a preliminary indication that attitude was related to future mathematics goals. In responding to the Learning Environment Inventory, a classroom climate measure, pupils viewed the program as difficult, goal-directed, and organized. First year graduates who elected not to return cited several benefits of the program: a one to two year advancement in math; the experience of challenge; and a heightened interest in math. (CP)

ED 166 262 TM 008 525

Wildemuth, Barbara M., Comp.
Research and Evaluation Studies from Large School Systems. 1977.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date-Aug 78
Note-161p.; For previous edition, see ED 142 584
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Annotated Bibliographies, *Educational Programs, *Educational Research, Elementary Secondary Education, Foreign Countries, *Program Evaluation, Public School Systems, Research Projects, *School Districts, Urban Schools
Identifiers-Canada, Information Analysis Products, United States

Limited to documents announced in Resources in Education from April 1977 to March 1978, this annotated bibliography covers a broad spectrum of reports generated directly or indirectly by 66 large school districts in the United States and Canada. The reports include descriptions and evaluations of bilingual, early childhood, compensatory, and remedial programs. The 323 citations are arranged by official school district name. Each entry provides: author, source, date of publication, Educational Resources Information Center (ERIC) document number, and an abstract. A subject index of major ERIC descriptors is provided. (CP)

ED 166 263 TM 008 696

Harrison, Charles H.
Information for Education Writers from ERIC.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-8p.; Parts may be marginally legible due to small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Clearinghouses, *Educational Resources, Guides, Indexes (Locaters), *Information Retrieval, Information Services, *Information Sources, *Information Systems, Information Utilization, On Line Systems, *Resource Guides
Identifiers-*ERIC, Information Analysis Products

The Educational Resources Information Center (ERIC) system provides information to education writers for newspapers, magazines, radio, and television. ERIC can be used to find the names of reliable sources in a given field, as well as background information for an in-depth article or broadcast. The ERIC collection of documents on microfiche is housed at 650 public institutions, some of which also provide computer searches of the data base for a fee of approximately 15 to 25 dollars. The Thesaurus of ERIC Descriptors suggests the appropriate subject terms for an ERIC search. The computer search results in a printout of abstracts and bibliographic citations; these are scanned in order to decide which microfiche, photocopies, or journals to request. Two printed indexes also provide bibliographic citations and abstracts, and are indexed by ERIC descriptors: (1) Resources in Education (RIE) listing research reports, project summaries, and conference papers that are available as part of the ERIC microfiche collection; and (2) Current Index to Journals in Education (CIJE) which indexes articles from education journals. ERIC does not provide microfiche or photocopies of articles cited in CIJE. A directory of the 16 ERIC clearinghouses, each specializing in a different subject area, is appended. (Author/GDC)

Naidoo, Josephine C.
The East Indian Woman: Her Potential Contribution to Canadian Society: Recommendations.
Pub Date-15 May 77
Note-28p.; Paper presented at the Conference on Indians in Toronto (Toronto, Canada, May 14-15, 1977); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Aspiration, Cultural Background, Cultural Factors, *Cultural Pluralism, Cultural Traits, Family Role, *Females, *Indians, Occupational Aspiration, Religious Factors, Role Perception, Self Esteem, Sex Role, *Social Development, *Socialization, Social Relations, *Sociocultural Patterns
Identifiers-*Canada (Ontario)

Presented in this document is a cross-cultural study dealing with the role socialization, self perceptions, and aspiration levels of over 200 women of both Anglo Saxon and Indian origins living in Ontario, Canada. These dimensions are explored within the context of selected cultural, religious, and philosophical variables. Some of the factors examined are male-female relationships, the influence Hindu concepts have had on the Indian woman's life, and role perceptions held by Indian women which have changed from the strong traditional family orientation to a more liberated view. The change in role perceptions is further discussed in terms of changes in the achievement aspirations, self-concept, and self identity of the Indian woman. Data is provided to show that the resolution of the Indian woman's dilemma between her own aspirations and the realities of her situation in marriage resembles the pattern of experience of many Western women. A brief overview of Canadian attitudes toward Indian women is provided. Data of the survey are analyzed in determining the Indian woman's potential contribution to Canadian society. Recommendations are made for increasing and accelerating the realization of this potential. A reference list and numerous statistical tables are included. (Author/EB)

ED 166 265 UD 018 589

Naidoo, J. C.

Perceptions of South Asian Women in Canadian Context.

Pub Date-Jun 78

Note-25p.; Paper presented at the Canadian Psychological Association Annual Meeting (June, 1978); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Acculturation, Attitudes, *Cultural Traits, Culture Conflict, *Demography, *Females, *Immigrants, Religion, Self Concept, Statistical Surveys

Identifiers-Bangledesh, *Canada, Guyana, India, Pakistan, *South Asians, Trinidad

The abstract of a scholarly research paper on the status of South Asian women in Canada and tables based both on surveys and questionnaires are contained in this report. In the survey samples, selected cultural, religious, and attitudinal beliefs of South Asian and Anglo-Saxon women living in Canada are presented. Demographic data for participants is provided. Data analysis reveals that (1) education and opportunity are what the South Asian woman wants most from Canada and (2) South Asian Canadians have difficulty dealing with the contrast between a national policy endorsing multiculturalism and the negativism of citizens toward this policy. Further analyses contained in the paper are briefly outlined. Tables of data are included. (WI)

ED 166 266 UD 018 590

Naidoo, Josephine C.

Assertiveness Training and Cross-Cultural Perspectives: South Asian Women in Canada.

Pub Date-Jun 78
Note-50p.; Paper presented at the Canadian Psychological Association Annual Meeting (Institute on Women, June, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Academic Aspiration, *Acculturation, Assertiveness, *Cross Cultural Studies, Cultural Factors, Cultural Pluralism, Family Role, *Females, *Indians, Occupational Aspiration, Religious Factors, Role Perception, Self Concept, Social Development, Socialization, *Sociocultural Patterns
Identifiers-*Canada (Ontario), Canadians, *South Asian Canadians

Presented in this document is a cross-cultural study dealing with the role of socialization, self perceptions, and achievement orientation of South Asian and Anglo Sanxon women living in Ontario, Canada. These dimensions are explored within the context of selected cultural, religious, and philosophical variables prevailing in the two cultures. Some of the factors examined and compared include male-female relationships, family orientation, self concept, selected religious values, sense of accomplishment, and achievement aspirations. These factors are further examined in the context of adolescent role and achievement socialization. Reflections of the respondents on particular questions provide cross-cultural perspectives on such issues as the assertiveness in women, the realization of potential, and contribution to the larger society. Insight is provided into the acculturation of a non-western subgroup into the cultural pluralism which characterizes Canadian society. Tables illustrating data collected and a list of references are included. (Author/EB)

ED 166 267 UD 018 712

Weatherford, M. Stephen

Popular Participation and Representation in the Urban Environment: The School Desegregation Issue in Los Angeles.

Pub Date-78
Note-33p.; Paper prepared for presentation at the Annual Meeting of the American Political Science Association (New York, New York, August 13-September 3, 1978)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Bus Transportation, Civil Rights, *Community Involvement, Elementary Secondary Education, *Group Behavior, Integration Litigation, Integration Methods, *Parent Attitudes, Public Opinion, Public Policy, *School Integration, *Segregationist Organizations
Identifiers-*California (Los Angeles), National Association for Neighborhood Schools, United Parents Against Busing

Most scholarly literature on school desegregation treats opposition to busing as racist, reactionary, or as springing from deeper conditions of alienation or anomie. From this viewpoint, anti-busing demonstrations are episodic, unorganized and not founded on any thoroughgoing comprehension of the immediate policy issue. Busing is merely the triggering event which releases the individual's anger at social injustice. A case study of opposition to busing in Los Angeles (surveying its leadership, members, activities, and organizational characteristics) challenges this description. The account of the anti-busing movement which views it in terms of the collective mass behavior outbursts hypothesized by mass society theories is found to be inappropriate. The reasons individuals join and participate in anti-busing organizations appear to be quite different from the symbolically racist'' characteristics which correlate with verbal opposition to busing in public opinion surveys. Given the undesirability of white flight, anti-busing claimants should be included in pluralistic bargaining over the desegregation plan. (Author/WI)

New Winds of Racism.

Pub Date-Oct 78
Note-9p.; Not available in hard copy due to the print quality of the original document
Available from-Joint Strategy and Action Committee, Inc., 475 Riverside Drive, Room 1700A, New York, New York 10027 ($0.10)
Journal Cit-Grapevine; v10 n4 Oct 1978
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affirmative Action, *Black Achievement, Blacks, *Church Role, Civil Rights, *Civil Rights Legislation, Court Cases, *Political Influences, *Racism, Reverse Discrimination, Slavery, *Social Influences
Identifiers-Bakke (Allan)

This paper provides an analysis by three black leaders of how the law, the nation, and the church agencies have responded to liberation issues in recent years. Victor M. Goode analyzes the role and status of blacks under the law from the Scott v. Sandford decision in 1857 through the dismantling of the formal structures of slavery and the modern era of civil rights legislation to the Allan Bakke decision, reverse discrimination and the decline in affirmative action. Charles E. Cobb argues that, because of the social and political systems in the nation, minority interests are of little concern and minorities are prevented from mobilizing to combat the prevailing storm of racism. M. William Howard discusses the current degree of attention given to civil rights by the church. He takes into account events that changed the liberal idealism of the 1960s to the cynicism of the 1970s. (EB)

Young, Jared J.

Discrimination, Income, Human Capital Investment, and Asian-Americans.

R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-106p.
Available from-R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 ($8.00)

Document Not Available from EDRS.

Descriptors-*Asian Americans, *Capitalism, Census Figures, Cultural Background, *Economic Development, *Human Capital, *Investment, Labor Force, Mathematical Models, Occupational Mobility, Population Education, *Racial Discrimination, Research Methodology, Statistical Analysis
Identifiers-Hawaii

The response of Asian Americans to the American system and to discrimination and the success they have achieved through their method of response is researched in this study. The relationship between the high Asian American investment in education (in terms of years of schooling completed) and observed income distribution is analyzed. Census data are evaluated in terms of two basic human capital investment models. The theory of human capital investment in education and its relationship to economic discrimination are discussed. Application of the models to Asian Americans indicates that: (1) returns to education are greater for native born than for foreign born Asian Americans; (2) returns are greater for Asian Americans in Hawaii than on the Mainland United States in relation to the dominant group; (3) economic discrimination towards Asian Americans continues to exist. (Author/WI)

ED 166 270 UD 018 804

National Conference on Asians in America and Asian Americans. Sponsored by the Asian American Assembly for Policy Research.
City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-78
Note-208p.; Not available in hard copy due to variable legibility of the original document; For related documents, see UD 018 805-813; UD 018 812, 14 pages in this document, is largely illegible; 3 pages of copyrighted material have been deleted from the appendix
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affirmative Action, *Asian Americans, Civil Rights, *Conference Reports, Cultural Pluralism, *Ethnic Status, Foreign Policy, Self Concept, *Social Discrimination

In this report, the activities of a conference on Asian Americans and Asians in America are summarized and papers presented are reprinted. Topics considered in the papers include education, employment, affirmative action, identity, pluralism, Chinese cultural background, teaching of English, cross-cultural situations, development of comprehensive services, problems of Chinese immigrant children, and normalization of U.S. foreign policy as it affects Asian Americans. The conference agenda and listing of participating panelists is appended. (WI)

ED 166 271 UD 018 805

Chai, Carolyn

The Second National Conference Summary.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-78
Note-7p.; For related documents, see UD 018 806-813
Available from-Not available separately; See UD 018 804

Document Not Available from EDRS.

Descriptors-*Asian Americans, Civil Rights, Community Development, *Conference Reports, Educational Background, English (Second Language), Foreign Policy, Immigrants, Socioeconomic Status, *Workshops

In this summary of the 1978 National Conference on Asians in America and Asian Americans, conference proceedings, as well as papers and panel discussions, are briefly outlined. Workshops on foreign policy, immigration, Asian identity, education and employment, Indo-Chinese in the United States, teaching English to immigrants, racism and affirmative action, and community development, are discussed in terms of papers presented, ideas examined, and panel participants. Major problems, opportunities, and priorities for Asians in the United States are identified. (WI)

ED 166 272 UD 018 806

Low, Harry W.
Asians in the Mainstream. Keynote Address.
City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-13 May 78
Note-21p.; For related documents, see UD 018 805 and UD 018 807-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Asian Americans, *Change Strategies, Civil Rights, Community Action, Cultural Background, Economic Opportunities, *Ethnicity, *Group Unity, *Political Attitudes, *Social Action, Social Stratification

In order for Asians to progress in American society, they must commit themselves to total participation in the mainstream of the culture while preserving their own special cultural identity. Asian unity in strategies for civil and cultural advancement at the local level must not become clouded by excessive involvement in international politics. With unity, such as that provided by the Northern California Asian Leadership Council to increase interchange among Asian leaders, the influence and impact of Asians will increase. However, Asians must become less politically apathetic and must involve themselves in elections and in such groups as the Chinese for Affirmative Action and the various Asian professional groups. Asians must also join with other minority groups with similar interests to combat poverty, discrimination, urban problems, legislative injustice, and educational and employment inequalities. Asian groups must make sure that strong affirmative action policies are not only adopted, but also put into effect. Law enforcement, educational opportunities and knowledge of the English language are essential to Asian success as are economic conditions. Asians must learn to exploit favorable economic conditions, such as the developing trade in the Pacific Basin. However, successful Asians must be sure not to exploit or oppress other members of Asian communities, but rather, must use their influence to advance the status of all Asians in the United States. (WI)

ED 166 273 UD 018 807

Woo, Franklin J.

A Pluralistic Perspective on Asian American Identities.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-13 May 78
Note-8p.; For related documents, see UD 018 805-806 and UD 018 808-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Change Strategies, *Chinese Americans, *Cultural Pluralism, *Ethnicity, *Group Unity, *Social Action, Socioeconomic Status

Numerous methods of categorization have been devised to define the cultural types of Chinese living in America. However, an understanding of Chinese ethnicity in America is not limited to understanding ethnicity alone, but to how America itself is perceived. The underlying assumption in considering Chinese in America and Chinese-Americans as two separate groups with parallel perceptions of ethnic awareness and experiences, is that America itself is understood to be a changing society. The melting pot concept of ethnic groups being assimilated into a predominantly European-Anglo-Saxon society by giving up their own ethnicity is rejected. What is seen is a new ideal of cultural pluralism which demands ethnic awareness and identity. The unity of the America of the future must be discovered in and through diversity and pluralism. Here Chinese in America and Chinese Americans can help each other to discover the best in Chinese ethnicity in the American multicultural setting. An understanding of history in the broadest possible context of Chinese-American relations can liberate peoples of Chinese origins in America from narrow and inward self perceptions to new horizons and unlimited possibilities of not only ethnic and American, but international and global, awareness and identity. (Author/WI)

ED 166 274 UD 018 808

Park, Philip

A New American Ideal: Unity through Pluralism.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-78
Note-11p.; For related documents, see UD 018 805-807 and UD 018 809-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Asian Americans, Cultural Background, *Cultural Pluralism, *Ethnicity, *Group Experience, *Racial Discrimination, Racial Factors, *Social Action

Racial pluralism can serve as the basis on which ethnic diversity and the concept of an American unity can come together. Pluralism can take into consideration the present revival of ethnic identity in all ethnic communities including the Asian American. It can also deal with the issue of American identity in the midst of burgeoning ethnic sensitivity. Asian American history is characterized by attempts to exclude Asians from full participation in the society (immigration exclusion acts, miscegenation laws), acts of violence (such as the imprisonment of Japanese-Americans in concentration camps), and the ongoing influences of the larger society. By creating a new ethnic identity within the American context, Asians, like other ethnic groups, have gained a sense of self affirmation and a strong community identity. However Asians must not let the new ethnicity exclude them from the unifying factors of American life and experience. Through racial pluralism, Asian Americans can achieve three major goals: (1) a basis on which they can deal with the whole of society from their own experiences and insights; (2) a means of creating a just society; and (3) power to build an inclusive society in which the educational, economic and political opportunities are open to all. (Author/WI)

ED 166 275 UD 018 809

Lay, Nancy Duke S.
Chinese Thought and Chinese Language: Effects on Students' Writings.
City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-13 May 78
Note-11p.; For related documents, see UD 018 805-808 and UD 018 810-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Chinese, *Chinese Americans, *Composition (Literary), Concept Formation, Cultural Background, Effective Teaching, *English (Second Language), Grammar, Language Instruction, *Language Patterns, Writing Exercises

Because the conceptual and grammatical constructions of English and Chinese vary drastically, Chinese students often have difficulty learning to think and write in English. Cultural conflicts of young Chinese in America compound their difficulties with the English language. The old values expressed by Chinese affect students' abilities to write clearly in English. Belief in the value of life, learning, and self reliance is central to Chinese thought. Writing topics for students involving these subjects should be considered. Using the Chinese idea of the yin/yang concept, teachers can introduce analogies and comparisons as methods for teaching composition. Because of the different structure of the Chinese language, the importance of articles, prepositions, and conjunctions in English should be emphasized. These and other suggestions for improving Chinese student's writing are made in this paper. (WI)

ED 166 276 UD 018 810

St. Clair, Robert N.
Defining Cross-Cultural Situations.
City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-78
Note-43p.; For related documents, see UD 018 805-809 and UD 018 811-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-Contrastive Linguistics, *Cross Cultural Studies, Cultural Differences, Language Patterns, *Linguistic Theory, *Psycholinguistics, *Sociolinguistics, *Structural Linguistics, *Transformation Generative Grammar

In this essay, the cross cultural conflicts associated with linguistic problems are explored in terms of the development of linguistic theory from 1933 to the present. The linguistic code, positivism, the existential approach to sociolinguistics, linguistic solidarity, defining the situation, language and culture, and cross-cultural conflicts in linguistic expression (Japan and the United States) are discussed. Ideas set forth in the essay include the following: (1) problems of cross-cultural interference are not all related to mismatches between linguistic codes; (2) positivism is inadequate for dealing with problems of a bilingual or bicultural nature; (3) the concept of a completely homogeneous superstructure of linguistic competence is nonexistent; (4) a system of cultural idealism should replace cultural concepts based on elitist or materialistic frameworks; (5) a parallel can be drawn between the role that an official dialect plays in a society and an official ideology provides for a nation; (6) socially transmitted language inferences play a major role in defining the context of a situation; and (7) a social and psychological approach to language in cross-cultural situations is imperative. (Author/WI)

ED 166 277 UD 018 811

Hendricksen, Daniel P.

Teaching of English to Asians.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-May 78
Note-22p.; For related documents, see UD 018 805-810 and UD 018 812-813
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Asian Americans, *Diachronic Linguistics, *Effective Teaching, *English (Second Language), *Linguistic Competence, *Linguistic Theory, Structural Linguistics, Transformation Generative Grammar

In this essay, the relationship of American linguistic theory to teaching English as a second language (ESL) is traced over the past few decades. The limitations of the structuralist paradigm in a language learning situation are discussed. The use of pattern drills based on the structuralist surface feature attention to word placement. The pre-Chomskyan notion of language learning as habit formation is criticized. Discreet point testing is seen as a somewhat distorted measure of language competency. The effect of Chomsky's Tranformational-Generative grammar on ESL is examined. The contrastive analysis hypothesis and the markedness differential hypothesis are outlined. Major revisions within the transformational camp in the late 1960s and early 1970s are defined in terms of their effects on language learning. Several specific problems of Asians in ESL situations are identified. The importance of asking the right questions about language teaching methodologies and linguistic theories is stressed. (Author/WI)

ED 166 278 UD 018 812

Cohen, Allen B.

Developing Comprehensive Services for New York City's Chinese American Community.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-13 May 78
Note-14p.; For related documents, see UD 018 805-811 and UD 018 813; This document is largely illegible
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-*Chinese Americans, *Community Development, *Community Programs, Cultural Enrichment, Educational Development, Employment Programs, *Social History, Social Services
Identifiers-*Chinatown Planning Council, *New York (New York)

In this paper, the history and activities of the Chinatown Planning Council are described. Formed by individuals in the fields of social service and education, as well as business people and local citizens, the Council set the goal of developing educational and social services for the Chinese Americans in New York's Chinatown as well as for those about to enter the United States as a result of the repeal of the McCarren-Walter Act. The methods used to achieve these goals are outlined in the paper under the headings of employment, day care, the elderly, youth, cultural arts, housing, economic development, research, work in the expanding Chinese Community, uniqueness of the Council's activities, and gaps in service. Each specific activity of the Council centers is explained in terms of the needs it fulfills and the historical reasons for those needs. What emerges is not only a profile of the Council, but a picture of the problems faced by the Chinese American community over the past two decades. (WI)

ED 166 279 UD 018 813

Hsiung, James C.

Normalization,'' U.S. Foreign Policy and Domestic Linkages.

City Univ. of New York, N.Y. City Coll. Dept. of Asian Studies.
Spons Agency-Henry Luce Foundation, New York, N. Y.
Pub Date-12 May 78
Note-18p.; For related documents, see UD 018 805-812
Available from-Not available separately; See UD 018 804
Document Not Available from EDRS.
Descriptors-Developed Nations, Developing Nations, *Foreign Policy, *International Relations, *Negotiation Impasses, *Political Divisions (Geographic), *Political Power
Identifiers-*China, Taiwan, *United States

In this paper, the United States' foreign policy with regard to normalization of relations with mainland China and the implications of various normalization strategies is discussed. Failures in Kissinger's policy (fixation upon super-actors, but neglect of regional powers and the attitude that Taiwan was disposable) are identified. The effects of the Kissinger legacy are described and problems of balancing power in a world consisting of four major groups (advantaged industrial nations, communist nations, rich but developing nations, and the global poor) are examined. The new United States design for foreign policy and normalization is explained as a shift from balancing the Washington, Moscow, Peking triangle to attempting to achieve a West-South alliance. Both the USSR and China are seen as communist rivals of the United States in the Southern Arc. Intermediate powers are perceived as important to the United States in the event of a showdown with a large Communist power. Based on this perception of the Carter administration policy, problems with normalization include a reluctance to meet Peking's demands and a reluctance to abandon Taiwan totally. This impasse over normalization is shown to be a result of the White House's shift in strategic thinking on foreign policy and Peking's stubbornness with regard to its conditions. (Author/WI)

ED 166 280 UD 018 830

Rutledge, Essie M.

Marital Happiness of Black Women.

Pub Date-Apr 78
Note-25p.; Not available in hard copy due to author's restriction; Paper prepared for the Annual Conference on Ethnic and Minority Studies (6th, La Crosse, Wisconsin, April, 1978)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Mothers, *Blacks, *Females, Marital Instability, *Marriage, Social Factors, Working Women
Identifiers-*Michigan (Detroit)

According to a study of 256 black married women between the ages of 26 and 60 living with their spouses, marital happiness is more common among black women than marital unhappiness. This finding is based on the secondary analysis of a sample of data collected in Detroit in 1968-1969. Variables statistically significant to the marital happiness of the women studied (as tested by Chi-square) were: work status, age, number of children at home, incidence of ulcers, marital disagreement, and general happiness. Stepwise analysis indicated that the variables that contributed most to marital happiness were high levels of general happiness, low marital disagreement, no marital separation, and absence of children at home. Although white collar occupations led to greater marital happiness than blue collar occupations, socioeconomic status, overall, proved to be much less significant than other variables analyzed. (Author/WI)

ED 166 281 UD 018 864

Women's Rights Project Sports Packet.
American Civil Liberties Union, New York, N.Y. Women's Rights Project.
Pub Date-Jun 78
Note-98p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Athletics, Court Cases, *Court Litigation, *Equal Protection, Federal Legislation, *Feminism, *Sex Discrimination, Soccer, State Legislation, *Student Rights, *Womens Athletics
Identifiers-Equal Rights Amendment

This document represents a model legal case for defending a girl who wants to play soccer on her high school's all male soccer team. Contained are descriptions of the parties involved, the statement of claim, the causes of action, the laws that action is taken under, and former court decisions that might have bearing on the case. Also included are descriptions of limits on an Equal Protection Suit, athletic regulations and their limitations, problems in private rights of action and class action, and State claims as they refer to Equal Rights Amendments. (EB)

Cebulski, Bonnie G.
Affirmative Action Versus Seniority Is Conflict Inevitable? Monograph of the California Public Employee Relations Program.
California Univ., Berkeley. Inst. of Industrial Relations.
Pub Date-77
Note-58p.; Not available in hard copy due to institution's restriction
Available from-CPER, Institute of Industrial Relations, University of California, Berkeley, California 94720 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Affirmative Action, Budgets, *Civil Rights, *Equal Opportunities (Jobs), *Federal Legislation, Job Layoff, Minority Groups, Public Education, *Reduction in Force, *Seniority
Identifiers-*California

In this monograph, the Federal equal employment opportunity law (the legislation and litigation on the seniority conflict) and the nature of seniority rights in the public sector are examined. The concept of affirmative action is discussed with reference to legislation and national policy and the interrelationship of affirmative action to layoffs by seniority. Distinctions between the nature of seniority principles and policies in the private sector and the public sector are outlined. Case law on issues of seniority and affirmative action in both sectors is detailed. Each of the major cases on the issue is critiqued. A case study of layoffs in the public sector in California is presented, with particular attention given to minority layoffs. Recommendations are made concerning alternatives by which public employers and employee organizations might meet the need to reconcile the dual pressures for budgetary restraint and for exemplary and fair employment practices for both career employees and minority entrants into the work force. (Author/WI)

ED 166 283 UD 018 870

Downs, Anthony

The Future of Large, Older American Cities to the Year 2000. Discourses, No. 2.

Loyola Univ., Chicago, Ill. Dept. of Political Science.

Pub Date-77
Note-26p.
Available from-Coordinator of DISCOURSES, Dept. of Political Science, Loyola University of Chicago, 6525 North Sheridan Road, Chicago, Illinois 60626 ($1.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Business, *City Improvement, *City Problems, *Economic Factors, Federal Aid, Futures (of Society), *Housing Patterns, *Population Trends, *Urban Areas, Urban Renewal, Urban to Suburban Migration

The three major factors affecting the future of the nation's cities are: (1) lack of housing demand due to population migration; (2) the conflict between suburban growth and city restoration; and (3) the combination of racially segregated housing markets, obsolescence of existing buildings, and the high cost structure of both public sector and private sector operations in older cities. Many large older cities in the Northeast and Midwest are experiencing population loss and physical decay leading to extreme fiscal problems. This will continue unless Federally financed intervention is made to alter this process. Ultimately, the nation must choose between two basic methods of accommodating future urban growth and improving the quality of life. One would require further suburban expansion including regional shifts to Sunbelt suburbs. The other would require slowing suburban expansion in order to create in-city housing demands on which the restoration of older cities can be built. The long-run shift of households and resources from the high-cost Northeast to the lower-cost Southwest will continue until cost structures are adjusted downward in the former and upward in the latter. (Author/WI)

ED 166 284 UD 018 889

Caribbean-American Perspectives. Proceedings and Papers from the Caribbean-American Exchange Program.

Phelps-Stokes Fund, New York, N.Y.
Pub Date-78
Note-93p.; Not available in hard copy due to author's restriction ; Some small print is marginally legible
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-African Culture, Black History, Black Literature, *Blacks, *Cultural Differences, *Economic Development, Educational Policy, Immigrants
Identifiers-*Caribbean American Exchange Program, *Caribbean Islands, French West Indies, Haiti, Jamaica

In this booklet, six essays presented at meetings of the Caribbean American Exchange Program are reprinted: (1) Externally Propelled Economy'' by Lloyd Best; (2) Ethos for a Black Literature: Cultural Continuities and Patterns'' by Martha Cobb; (3) Parameters of Information and Communication among Afro-Americans and Caribbean Peoples'' by Richard Long; (4) Conceptual Repertoires and Their Communication through Language'' by Dennis R. Craig; (5) Migration to the United States: Some Implication for Caribbean Governments and Their Educators'' by Roy S. Bryce LaPorte; and (6) Information and Economic Development'' by Jean Jacques Honorat. (WI)

ED 166 285 UD 018 900

Watson, Bernard C.

Urban Education: Past, Present and Future.

Pub Date-Nov 78

Note-22p.; Paper presented to the Urban Education National Conference

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Academic Achievement, Discipline, *Educational Change, *Educational Improvement, Educational Objectives, Elementary Secondary Education, *Parent School Relationship, *School Community Relationship, Teacher Role, *Urban Education

Identifiers-*Great Cities School Improvement Program

In spite of the efforts of the Ford Foundation's Great Cities School Improvement Program in ten large city school systems to provide quality education to children and youth from the ghettos of America's cities, this problem remains unsolved. Cities have never been able to do an adequate job of educating the poor, the immigrants, and the minorities. The public objects to the schools' disciplinary problems and failure to provide basic skills education. Schools and teachers are reluctant to admit their own culpability and inadequacies, preferring to place the blame on sociological factors. Teachers must insist on high standards for their students, but parents, citizens and students must also be held accountable for the quality of education. Parents, by supporting tax levies, encouraging community support, and supporting staff members, can help to increase the quality of education. Educators must reeducate the public about the value of education to society. Schools must direct themselves not only towards teaching basic skills, but also towards preparing students to support themselves in the society and towards instilling a sense of compassion for other human beings. In the final analysis, however, until the schools, community and home can develop a consensus on educational goals, partnership for progress in education will have no meaning. (WI)

ED 166 286 UD 018 916

Hill, Richard Child

The Fiscal Crisis of the State: A Case Study of Education in Detroit.

Pub Date-21 Aug 74
Note-84p.; Paper prepared for presentation at the State and Economy session, World Congress of Sociology (8th, Toronto, Canada, August 21, 1974)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Capitalism, Case Studies, *Economic Factors, *Educational Finance, *Finance Reform, Fiscal Capacity, *Public Education, *Statewide Planning, Taxes, Teacher Militancy, Unions, *Urban Education
Identifiers-*Michigan (Detroit)

In this case study, the effect of the Detroit fiscal crisis on the city's public school system is analyzed in terms of the history of the fiscal crisis, the reasons for the crisis, and State, teacher, public and city reaction to the situation. The changing demography of Detroit and the events leading up to the financial crisis are described. Such factors in school budgeting as inflation, increases in staff salaries, militancy of teacher unions, expansion of social services, and a high rate of disadvantaged youth requiring special programs along with an eroding tax base are considered. Problems of inequitability of taxation are discussed in light of the social burdens placed upon aging cities. It is concluded that the major barrier confronting the Detroit school system's quest to accumulate revenues to meet rising expenditure demands has been tax resistance by local residents and the tax revolt which has been a product of the rapidly mounting tax burden experienced by Detroit residents. Also the seeming lack of effectiveness and efficiency of school district programs has been a problem. The future of the fiscal crisis is examined and suggestions are made for finance reform in Michigan. Current State financing methods for education are reviewed. The role of the capitalist system in creating fiscal crises is stressed. Charts and tables illustrate the city's fiscal situation. (WI)

ED 166 287 UD 018 942

Schofield, Janet Ward McGivern, Elaine

Who Likes Desegregated Schools? The Effect of Sex and Race on Students' Attitudes.

Pub Date-Mar 78

Note-11p.; Not available in hard copy due to reproduction quality of the original document; Paper presented at the American Educational Research Association Meeting (Toronto, Canada, March, 1978)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Aspiration, *Adjustment Problems, Blacks, Caucasians, Elementary Secondary Education, Females, Males, *Racial Differences, *School Integration, *Self Concept, *Sex Differences, *Student Attitudes

Identifiers-*Magnet Schools

It is often suggested that black girls may have a somewhat harder time adjusting to desegregated schools than black boys but that just the opposite is true for white children. This conclusion is based on a relatively small number of studies which have focused on assessing the impact of desegregation on factors such as students' self-esteem or their college aspirations. Very little research has been conducted on students' reactions to and perceptions of their experiences in interracial schools. In the research reported here, 20 randomly selected sixth grade black and white students were interviewed about their reactions to their school near the beginning and the end of their first year of desegregated education. Both black and white students felt very positively about the ``magnet'' school they attended and about relationships between students there. However, 2 x 2 repeated measures analyses of variance showed that, as predicted, black males and white females were considerably more positive about their experiences than were black females and white males. (Author)

ED 166 288 UD 018 948

Moore, Barry

A Study of Child Variance: Volume III, Delivery Systems. The Great Reverberation: Counter Institutions. Conceptual Project in Child Variance.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-73

Grant-OEG-0-71-3680(603)

Note-98p.; For related documents, see ED 126 643 and UD 018 949; Not available in hard copy due to author's restriction

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Alternative Schools, Clinics, *Collective Settlements, Crisis Therapy, Educational Alternatives, Group Experience, *Medical Services, Mental Health, *Milieu Therapy, Teacher Role, Therapy

Identifiers-Communes, *Counter Culture, Free Clinics, Free Schools, Radical Therapy

Examined in this document are four phases of what are referred to as the counter environment, a new system of beliefs and counter institutions to care for people. The topics studied fall into the general areas of education, therapy, health care, and utopias. Free schools are discussed in terms of varied definitions, historical growth, basic philosophies, funding resources, structure, basic characteristics, teacher and student roles, and their potential future. Specific free schools are referred to. The basic ideologies of radical therapy are compared to those of conventional therapy. Emphasis is on the roles therapists in each play. Particular counter institutions referred to include collective communes, women's liberation centers, telephone hotlines, and crisis centers for youth. The growth of free clinics, reasons for their growth, their aims, their contributions, and their financial resources are discussed. A collage of vignettes about communal life are used in describing communes. Aspects of communal life dealt with include stability, philosophical and physical characteristics, family units, child raising, and communal relationships. An overview of commune success and/or failure factors is provided. A statement and bill of rights drawn up by the Mental Patients' Liberation Project is appended and a list of references is included. (EB)

ED 166 289 UD 018 949

Moore, Barry

A Study of Child Variance: Volume III, Delivery Systems. The Roots of Counter Institutions. Conceptual Project in Child Variance.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-73

Grant-OEG-0-71-3680(603)

Note-94p.; For related documents, see ED 126 643 and UD 018 948; Not available in hard copy due to author's restriction

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*American History, Black History, Collective Settlements, Cultural Factors, *Institutional Role, *Political Influences, Political Socialization, *Revolution, Social Attitudes, *Social Change, *Social Influences

Identifiers-Abolitionists, Bohemianism, Brook Farm, Communes, *Counter Culture, Emerson (Ralph Waldo), New York (New York), Radicalism, Thoreau (Henry David), Transcendentalism

Examined in this document are specific political events, values, and styles of cultural revolt which have structured the parameters of rebellion and forged the tradition of outcast life styles. Some of the political events and values dealt with include the history of radicalism in the United States, and the Declaration of Independence, the Constitution, the wave of popular democracy from 1800-1850, the abolitionists, the Industrial Era, the progressives, and the black revolution of the 1960s. Each of these topics is discussed in terms of their historical and/or social perspectives and their influences on political and social change. Emphasized are the conflict of institutions versus individuals and the discrepancy between the theory and practice of democracy. The styles of cultural revolt analyzed in this paper range from the cultural rebellion of the communal movement through the basic philosophies and proponents of transcendentalism, to aspects of the Bohemian movement in New York City. The emphasis in these analyses is on the tension between outsiders and the institutions of social control. An argument is made that this tension has opened pathways of social transformation and preserved the cultural continuity from within.

(Author/EB)

ED 166 290 UD 018 957

Thompson, Ronald L. Braithwaite, Ronald L.
The Role of Minority Firms and 8(a) Companies in Educational Research and Development.
Pub Date-31 Mar 78
Note-13p.; For a related document, see UD 018 877; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Black Businesses, *Business, *Contracts, Economic Opportunities, *Educational Research, *Federal Aid, Federal Legislation, Federal Regulation, *Minority Groups

Over the last decade, minority firms and individuals have become increasingly more active in the process of educational research and development (R&D) activities. The future of such involvement appears to be one of continued increase, both because of the response of the marketplace and the growth in the number of firms owned by minority individuals. Such firms may be eligible to participate in special procurement programs established at local, State, or Federal levels. At the Federal level, the Small Business Administration's 8(a) Procurement Program enables firms to compete for Federal procurements on a restricted set-aside basis whereby firms are guaranteed a certain portion of the budgetary expenditures of an agency. For a firm to be eligible, 51% of its ownership must be held by minority individuals who can prove that they are socially or economically disadvantaged. However, criteria for determining such eligibility are mainly subjective. All minority firms, whether eligible for 8(a) or not, can compete for other Federal, State, and local contracting opportunities. Recent Federal enactments have mandated that minority firms receive a certain percent of government dollars. (Author/WI)

ED 166 291 UD 018 995

Queen, Renee

Family Communications With Schools and the Community.

Pub Date-78
Note-15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Child Development, *Communication Problems, Elementary Secondary Education, *Family School Relationship, *Parent Participation, *Parent Role, *School Community Relationship, School Role, Socialization, Student Adjustment, Television

The family, responsible for the well being of children, has felt alienated from the schools. One of the reasons has been its inability to communicate personal and social needs to the schools, and the schools' inability to clarify what is expected from parents. Parents and the family unit need to be helped to understand the schools' role in the life of the child. There are several factors affecting this communication process within the family, between the family and the school, and the family and the community: (1) the response of parents to children as students; (2) the role of the teacher; (3) the inclusionary/exclusionary practices of the school; (4) the role of television. As families learn to cope with these factors, communication will be enriched and alienation and negative attitudes will be mitigated. (Author/WI)

ED 166 292 UD 018 999

Byrd, Robert R.

Recommended Procedures for the Identification and Procurement of Federal Funds for Education Projects.

Pub Date-Jun 77

Note-20p.; Page 2 of Appendix A may not reproduce well due to print size of the original

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Educational Finance, *Federal Aid, *Fund Raising, *Information Services, Information Utilization, Needs Assessment, Program Planning, *Program Proposals

Recommendations made for identifying viable Federal funding alternatives for schools include scanning and reviewing printed information with consistent regularity and taking advantage of human resources. Procurement procedures and considerations are suggested for the following areas: (1) need determination; (2) conceptualization/planning; (3) selection of potential funding sources; (4) organization of proposal preparation efforts; (5) drafting and review of proposal; and (6) submission of proposal. Appendices include examples of printed and human sources of information and an example of a transmittal letter. (EB)

ED 166 293 UD 019 000

Byrd, Robert R.

A Guide for Inexperienced Project Directors of Federally Funded Education Projects.

Pub Date-Jul 77
Note-24p.; Not available in hard copy due to print quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Administrative Policy, Administrative Principles, Administrative Problems, *Administrator Guides, *Administrator Responsibility, *Administrator Role, Federal Aid, Federal Programs, *Program Administration, Program Budgeting, Program Proposals, Project Applications, Special Programs

Outlined in this paper are the following: (1) Federal guidelines, regulations, and approvals regarding the awarding of funds to a local educational agency in response to a grant application; (2) the role of the director in defining the scope and position of the project within the parent institution; (3) suggestions for developing a management style; (4) recommendations for delineating and analyzing policies and procedures; (5) the advantages of linkages/interfaces with allied agencies and institutions; (6) criteria and considerations in program evaluation, validation and reporting; and (7) responsibilities of the project director in assuring the continuation of a particular project. References are made to specific literature which would be helpful to an inexperienced project director. A list of general references is also included. Aspects of different administrative styles and a listing of do's and don'ts'' of project administration are appended. (EB)

ED 166 294 UD 019 002

Small Area Forecasts: Policies, Results, and Evaluation.

Southeast Michigan Council of Governments, Detroit.

Pub Date-Aug 78

Note-203p.; For a related document, see UD 019 001; Not available in hard copy due to print format

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Educational Needs, *Facility Planning, *Futures (of Society), Housing Needs, Land Use, *Needs Assessment, Population Trends, *Public Policy, *Regional Planning, *Social Planning

Identifiers-*Michigan, *Small Area Forecasts

This document describes aspects of the Small Area Forecast (SAF) process, from the preparation of policy alternatives to measures to provide for evaluation. The three principle areas discussed are: (1) the six alternative sets of public policies which might be followed in the Southeast region of Michigan for meeting population needs in the areas of employment, education, housing, land use, and holding capacities between now and the year 2000; (2) the forecasts of households, population, employment, and land use at the small area level through the year 2000 which flow from the policies; and (3) fiscal and environmental impact measures for each of the forecasts which permit evaluation of policy outcomes. Numerous tables of data are included. (Author/EB)

ED 166 295 UD 019 035

Howitt, Arnold M. Moniz, Rita
Ethnicity and Political Organization. Discussion Paper D 76-4. Urban Planning Policy Analysis and Administration.
Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.
Pub Date-5 Sep 76
Note-44p.; Paper prepared for delivery at the Annual Meeting of the American Political Science Association (The Palmer House, Chicago, Illinois, September 2-5, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Blacks, Civil Rights, Cultural Factors, *Ethnic Groups, *Ethnicity, *Ethnic Relations, *Political Influences, *Political Power, Portuguese Americans, Racial Attitudes, Social Influences
Identifiers-*Cape Verdeans, *Massachussetts (New Bedford)

There are circumstances under which ethnicity becomes the basis for political action in contemporary America. For example, the uncertain orientation of Cape Verdeans' political participation in New Bedford stems from the complex nature of their ethnic identity. Despite cultural dissimilarities from and limited contact with blacks in New Bedford, Cape Verdeans have not wholly escaped being identified as blacks by others. And, because of racial status distinctions in American Society, most Cape Verdeans prefer to maintain their ties to the larger Portuguese community in the city. However, the lack of continuing political organization in New Bedford, black political activism in the 1960s, and an eye toward potential political gain encouraged many Cape Verdeans to join the United Front thus adopting the rhetoric of black identity. When circumstances began to change relatively early in the life of the United Front, more traditional patterns of politics were followed. As a result, the United Front lost most of its political influence. When gains anticipated by the Cape Verdeans did not materialize, the Cape Verdean ethnic identification reappeared. The realities of ethnic stratification in New Bedford overcame the political alliance between Cape Verdeans and resident blacks. (EB)

ED 166 296 UD 019 040

Farrell, Walter C., Jr. And Others

Sexual Attitudes and Knowldge Among Black Inner-City Elementary School Students in Philadelphia: A Pilot Study.

Pub Date-1 Apr 78

Note-16p.; Paper presented at the National Sex Institute of the American Association of Sex Educators, Counselors, and Therapists (11th, Washington, D.C., April 1, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Black Youth, *Childhood Attitudes, Course Evaluation, Elementary Education, Grade 5, Grade 6, *Sex Education, *Sexuality, Urban Schools

Identifiers-*Pennsylvania (Philadelphia), Sex Inventory (Schiller)

Teenage and/or adolescent pregnancy is on the increase in most American cities and age of first pregnancy within this group is declining rapidly. In this study, sexual attitudes and knowledge among black inner-city elementary school students is documented. The effectiveness of a six week sex education class designed to provide these students with basic knowledge of human sexuality is evaluated by means of a modified Schiller Sex Inventory which was administered to fifth and sixth graders before and after the course. Data indicate that there was a significantly greater number of correct responses after students had completed the course. Participant involvement in the evaluative process led researchers to conclude that after the completion of the program in sex education students: (1) developed healthier and more positive sexual attitudes; (2) had a greater knowledge of sex organs, core gender and their own sexual identity; (3) displayed willingness to approach parents about questions related to sex; and (4) increased their knowledge of birth control information and contraceptive practices. (Author/WI)

Farrell, Walter C., Jr. Johnson, James H.

Educational Concerns of Inner-City Black Parents: A Pilot Study.

Pub Date- 78
Note-9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Basic Skills, *Blacks, Discipline Policy, Elementary Secondary Education, Homework, *Inner City, *Low Income Groups, *Parent Attitudes, *Parent School Relationship, School Integration, Teaching Quality, *Urban Schools
Identifiers-*Pennsylvania (Philadelphia)

The education of low-income urban students, particularly Afro-Americans, has been the subject of much debate in recent years. The purpose of this study was to determine the major educational concerns of a group of twenty-five low-income black parents in the Cobbs Creek area of West Philadelphia, Pennsylvania. More than 50% of the parents agreed that their primary concerns were: (1) their children's acquisition of basic skills, (2) the employment of effective teachers, (3) their input into school programs, (4) better disciplinary procedures, and (5) the lack of homework assignments. These preliminary results suggest implicitly that low-income inner city black parents do not consider school desegregation as a major factor in their children's public education. (Author)

United States History Program: Resource Unit: American Urban Studies.

Pub Date-72
Note-101p.; Not available in hard copy due to reproduction quality of the original document ; Research prepared at Union County Regional High School District No. 1, Springfield, NJ
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*American Studies, Course Content, Course Objectives, *Curriculum Guides, *Learning Activities, Senior High Schools, Teacher Role, Units of Study, Urban Culture, Urbanization, *Urban Studies

The five units on American Urban Studies presented in this curriculum guide are designed to examine the development, present conditions, and alternatives for the future of urban areas. Major emphasis in these units is on contemporary urban problems and possibilities for their solution. The major objectives covered in this course outline are: (1) to be able to explain what constitutes an urban area; (2) to be able to trace the evolution of American urban areas; (3) to be able to identify changes in the characteristics of urban populations and the effects of the changes; (4) to be able to identify and explain the influence of technological changes on urban life; (5) to be able to list and explain a variety of current urban problems; and (6) to be able to compare and contrast the relative merits of some of the proposed solutions to contemporary urban problems. In addition, more specific objectives and the course content for each unit are outlined. Activities for helping students meet the objectives are described. Strategies suggested for implementing these activities include films, discussion questions, and educational games. The teacher's role in these activities is also discussed. A bibliography and a list of teacher resources are included. (EB)

ED 166 299 UD 019 047

Frey, William H.

Class-Specific White Flight: A Comparative Analysis of Large American Cities.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Report No.-IRP-DP-507-78
Pub Date-Oct 78
Grant-1-R01-HD-10666-01
Note-36p.; Pages 6 and 15 may not reproduce well due to print size of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Blacks, *Caucasians, Demography, Educational Background, Metropolitan Areas, *Racial Factors, Social Class, *Social Differences, *Social Status, *Urban to Suburban Migration

This study is concerned with evaluating some demographic and policy-relevant attributes of central cities that have been proposed as determinants of class-specific, white, city-to-suburb movement. Drawing on migration data from the 1970 census for 39 metropolitan areas, the present investigation: (1) evaluates the aggregate impact that the white city-to-suburb movement imposes on the class structures of large central cities; (2) isolates demographic and policy-relevant flight determinants for white movers at different status levels; and (3) estimates the aggregate impact that policy-relevant attributes impose on the population compositions of individual central cities as a result of city-to-suburb movement. Findings presented indicate that: (1) upper-status white flight is responsive to the central city's racial composition, although this effect is moderated in Southern cities; (2) there exists a feedback relationship between suburb-city disparities in per capita educational expenditures and upper-status flight; and (3) both of these explanations are more important in accounting for the out-movement of a city's college-educated population than for the out-movement of other education classes. A demographic decomposition technique is then employed in the study to estimate the hypothetical redistribution consequences that would be associated with equalizing suburb-city fiscal disparities, lowering the city crime rate, and reducing the percentage of the city's black population. (Author/EB)

ED 166 300 UD 019 051

The New York State Annual Evaluation Report for 1976-77 Fiscal Year. Achievement Summary.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Pub Date-77
Note-40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Academic Achievement, Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, Reading Skills, Remedial Mathematics, *Remedial Programs, Remedial Reading Programs
Identifiers-*Elementary Secondary Education Act Title I, *New York

This report focuses on the achievement in basic skill areas attained by disadvantaged students in compensatory activities. Areas reported on include corrective reading and mathematics. An overview of the report's purpose and methodologies indicates that reading and mathematics achievement data were collected for Title I participants on norm referenced measures. Data collected are presented in tables and graphs for reading and mathematics achievement in both private and public upstate New York and New York City schools. Comparisons of the data presented indicate that participation of disadvantaged students in Title I programs kept them from falling behind and even helped them catch up to their more advantaged peers. In light of the findings, this report lists aspects of the program that contributed to the apparent growth of educationally disadvantaged youngsters in project activities. Detailed descriptions of each of the projects evaluated are included. (EB)

ED 166 301 UD 019 053

Johnson, Letitia K. Ryan, Michael
Ecology in Urban Education.
Spons Agency-Montana State Dept. of Public Instruction, Helena.
Pub Date-20 May 78
Grant-ESEA-77253202008E(CO)
Note-26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*City Demography, Community Characteristics, *Curriculum Guides, *Ecology, *Environmental Education, *Geography Instruction, Secondary Education, Social Studies Units, *Urban Environment

In this course guide to the teaching of urban ecology, six learning activities on the following topics are outlined: (1) city location and growth; (2) an in-depth study of New Orleans; (3) city shape and structure; (4) size and spacing of cities; (5) cities with special functions; (6) local community study. Educational objectives for each activity are described. Library references, a bibliography, and possible community resources are included. Methods of learning evaluation are described. Emphasis in the curriculum design is placed on student awareness, decision making, and involvement in the local community. (WI)

ED 166 302 UD 019 054

Proceedings: National Youth Workers Conference, 1978.
National Youth Alternatives Project, Inc., Washington, D.C.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-78
Note-85p.; Pages 83-107 (list of registrants) have been deleted due to non-reproducibility of the original document
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Alcoholism, Community Information Services, Community Involvement, *Conference Reports, Counseling, Delinquent Rehabilitation, Drug Abuse, Educational Alternatives, Sexuality, *Social Services, *Social Workers, Youth Employment, Youth Problems, *Youth Programs

In this report the speeches, workshops, and panel discussions of the National Youth Worker's Conference of 1978 are abstracted. Topics covered include educational alternatives, drug abuse, youth employment, juvenile delinquency, counseling and program planning, sexuality, management of community based agencies, and therapy techniques. Films shown at the conference are listed and briefly described. (WI)

ED 166 303 UD 019 072

Issues in Black Mental Health; Selected Conference Papers.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Apr 78
Grant-NIMH-12679-04
Note-156p.; Pages 127-146 (copyrighted material) have been deleted; For related documents, see UD 019 073-074 ; Research sponsored in part by the Community Clinical Psychology Project of the Southern Regional Education Board, Atlanta
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-*Blacks, Community Service Programs, Conference Reports, Family Counseling, Interpersonal Relationship, *Mental Health, Psychological Evaluation, Psychological Services, School Role, *Social Change, Socioeconomic Status, *Sociopsychological Services

In this report of a conference on black mental health, papers presented are reprinted. Among those included are: (1) Theoretical and Philosophical Considerations for Social Change Agentry: A Systems Approach,'' by Robert Tucker; (2) Assessment Strategies and Techniques for Black Clients,'' by Keturah Whitehurst; (3) Educational Institutions and the Black Child,'' by Thom Moore; (4) Socio-Sexual Communication Between Black Men and Black Women,'' by William H. Wheeler; (5) Family Service Community A Mental Health Problem-Solving Systems Treatment,'' by Gary Ware; (6) Transactional Analysis (Ego States) and the Mental Health of Blacks,'' by James E. Savage, Jr. and Yvonne B. Kelley; and (7) Research and Training for Community Clinical Psychology,'' by Robert V. Guthrie. (WI)

ED 166 304 UD 019 073

Moore, Thom

Educational Institutions and the Black Child.

Pub Date-Apr 78

Note-26p.; For a related document, see UD 019 074

Available from-Not available separately; See UD 019 072

Document Not Available from EDRS.

Descriptors-Black Role, *Black Youth, *Community Service Programs, *Counseling Services, Elementary Secondary Education, Mental Health, Parent Role, *Program Development, *School Community Programs, *School Community Relationship, School Role, Self Concept

The status of black children in the schools, techniques developed to eliminate obstacles while facilitating growth, and implications for training at the university level are explored through examination of a case study. The School Aid Program,'' a program designed to deliver services to black youths, is described in detail, from its inception. Discussed are: (1) the role of black graduate and undergraduate students as counselors to youths referred to the program; (2) the relationship and attitudes of the schools to the program; and (3) the ways in which the schools functioned to maintain destructive growth in black children. The implications of such a program, the theory behind system interventions, and the problems of training and implementation are also explored. (MC)

ED 166 305 UD 019 074

Ware, Gary F.

Family Service Community A Mental Health Problem-Solving Systems Treatment.

Pub Date-Apr 78

Note-16p.; For a related document, see UD 019 073

Available from-Not available separately; See UD 019 072

Document Not Available from EDRS.

Descriptors-*Blacks, *Community Service Programs, *Counseling Services, Family Counseling, *Mental Health Clinics, Problem Solving, Program Administration, *Program Development, *Program Evaluation

The Family Service Community, described in this report, was designed to respond to the low utilization of mental health services by black families, despite the increasing problems of their school-aged children. This was a multiple systems approach to problem-solving in a suburban community mental health center. The patients were parents and their children between the ages of 8 and 12 who were identified by multiple referral sources (i.e., schools, juvenile courts, family recreation centers) as exhibiting problem behavior. The goal was direct help through intervention with the family and indirect help through intervention with adjunct systems in the community. Positive outcomes were enhanced family communication and problem-solving in their own behalf, within themselves, within the family, and within the community. Negative outcomes were the benign neglect posture of the Center administration manifested by the withholding of outreach follow-up staff support, the development of evaluation criteria based solely on statistical reporting criteria, and primary mentality constructs. (Auth[illegible]

ED 166 306 UD 019 078

Braithwaite, Ronald L.

Hampton Institute Alumni Census Final Report.

Hampton Inst., Va. Educational Resources Center.

Pub Date-Dec 78
Note-27p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Alumni, *Attitudes, *Black Colleges, *College Graduates, *Graduate Surveys, Higher Education, Socioeconomic Status, Student Characteristics
Identifiers-*Alumni Characteristics, *Hampton Institute VA

Based on information culled from alumni questionnaires, this report provides information about graduates of Hampton Institute and their opinions in the following areas: (1) reason for enrolling in Hampton Institute; (2) field of study; (3) highest degree earned; (4) marital status; (5) attendance of family members; (6) attitudes towards the program of study; (7) reports in the news media; (8) use of undesignated money; (9) campus visitation; (10) alumni association programs; (11) encouraging attendance; (12) financial support; (13) employment and income. (WI)

Heisel, Marsel A.

Social Interaction and Isolation Among a Group of Elderly Blacks.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Nov 73
Grant-MH-18051
Note-16p.; Paper presented at the Annual Meetings of the Gerontological Society (26th, Miami Beach, Florida, November, 1973); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Blacks, *Family Relationship, Mobility, *Older Adults, Outreach Programs, Social Adjustment, *Social Isolation, *Social Relations
Identifiers-New Jersey

Presented in this paper is a study undertaken to determine the level of social interaction and isolation in a randomly selected sample of 156 aged blacks in an urban area of New Jersey. The interaction patterns are analyzed in terms of availability, relations with, and reactions toward close and distant relatives and friends. The relation between subjective and objective states of loneliness is examined. Findings presented show no positive relation between living alone and feeling lonely. It is pointed out that, in spite of frequent contacts with children, elderly persons in the sample depend mostly on friends for companionship and for social pursuits such as visiting, shopping, and activities over the weekend and major holidays. Participation in club-type activities and church groups is described as minimal. In addition, it is stated that one third of the sample studied said they felt alone and about two thirds expressed a desire for more social interaction. An argument is made for the need for outreach programs in which social service workers act as kin or friend surrogates. (Author/EB)

Shafer, Susanne M.

Escape from Racism, Sexism, and Poverty for Minority Women: U.S.A. and U.K.

Pub Date- 78

Note-35p.; Not available in hard copy due to author's restriction

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Blacks, Educational Benefits, *Females, *Minority Groups, Needs Assessment, *Racism, *Self Concept, *Sex Discrimination, Socialization, Social Status, Sociocultural Patterns

Identifiers-*United Kingdom, *United States

Education is one means by which minority women in the United States and the United Kingdom may be encouraged to build their own particular escape from racism, sexism, and poverty. Of particular importance in their educational preparation to compete in the world are expansion of language competency and an understanding of their own culture and other cultures within their multi-racial, multi-ethnic societies. Other basic educational requirements include: (1) basic health and sex education; (2) family life studies; (3) history of women; (4) political education; and (5) career preparation. Because the socialization of girls in West Indian and East Indian families in Great Britain and in black and Chicano families in the United States exemplifies the concept of cultural dissonance, the education of minority women must help them to break free of the patterns imposed upon them by their own ethnic groups and the larger society. In general, minority women must begin to view themselves and their role in society in a way that will encourage greater self-confidence and help them to determine their future life styles. (Author/WI)

ED 166 309 UD 019 083

Parents, The Real Teachers.
Multicultural Drug Abuse Prevention Resource Center, Arlington, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-DHEW-78-698
Pub Date-78
Contract-271-75-4024
Note-11p.; Pages 3, 5, 7, 9, and 11, drawings, have been deleted
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Asian Americans, Child Rearing, Drug Abuse, *Mental Health, *Parent Child Relationship, Parent Influence, *Racism, *Self Concept, *Social Adjustment
Identifiers-*Pacific Americans

In this pamphlet, advice is provided for Pacific Asian American parents about how they can work to help their children to develop positive self-images and to deal with racism and other social problems. The importance of parent-child communication, strong ethnic identity, education, and a sense of self-worth as methods [illegible] preventing drug abuse and other self-destructive behavior is emphasized. (WI)

ED 166 310 UD 019 084

Report of the Ad Hoc Committee on Integrated Educational Programs.

California State Dept. of Education, Sacramento.

Pub Date-78

Note-92p.; Not available in hard copy due to institution's restriction

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.60)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Basic Skills, Bilingual Education, Counseling, Elementary Secondary Education, *Equal Education, Inservice Teacher Education, *Multicultural Education, *Program Descriptions, *Program Evaluation, School Community Relationship, *School Integration, *Staff Improvement

Identifiers-*California, Magnet Schools

In this report, 22 successful integrated educational programs in California are described in terms of school environment, services offered, grade levels served, curriculum emphasis, number and ethnic composition of participants, funding, location, staffing, special facilities, method of bringing students together, time students spend in program, visitor information and descriptive literature available, and program contact. The histories and activities of the programs, which range from preschool through secondary levels, are summarized. Appendices provide definitions of terms, samples of Ad Hoc Committee on Integrated Educational Programs correspondence, and information on programs nominated for consideration by the Ad Hoc Committee. (WI)

Puerto Rico: Tragedy in the Schools.
National Education Association, Washington, D.C.
Pub Date-79
Note-59p.; Not available in hard copy due to print format; Pages 9, 11, 17, 31, 32, and 36 (photographs) have been deleted
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Administrator Evaluation, Compensatory Education, Educational Facilities, *Educational Problems, Educational Quality, Elementary Secondary Education, Handicapped Students, *Political Influences, *School Environment, *Teacher Attitudes
Identifiers-*Puerto Rico

In this report, the status of education in Puerto Rico is described and recommendations are made for educational improvement. It is found that Puerto Rican schools are not up to the National Education Association minimum standard for schools due to: (1) inadequate physical plants; (2) teachers who are demoralized by what they see as a stagnant system dominated by political favoritism which places emphasis on personal relationships rather than scholarship and achievement; and (3) student violence. Also discussed are problems connected with compensatory and enrichment education and educating the handicapped. Recommendations are made with regard to Congressional investigation, reorganization and depoliticization of the school system, establishment of a workable master plan of education, improvement of physical plants, and the role of the Associacion de Maestros de Puerto Rico (Puerto Rico Teachers Association) in filing class action suits. It is concluded that due to Puerto Rico's economic, social, and political problems, education must become its top priority. (WI)

ED 166 312 UD 019 087

Parker, Franklin, Ed. Parker, Betty June, Ed.

Education in Puerto Rico and of Puerto Ricans in the U.S.A.; Abstracts of American Doctoral Dissertations.

Pub Date-78

Note-617p

Available from-Inter American University Press, G.P.O. Box 3255, San Juan, Puerto Rico 00936 ($27.00)

Document Not Available from EDRS.

Descriptors-*Abstracts, *Annotated Bibliographies, *Doctoral Theses, *Education, Elementary Secondary Education, Higher Education, Immigrants, *Puerto Ricans

Identifiers-*Puerto Rico, *United States

This bibliography of doctoral dissertations dealing with the education of Puerto Ricans in Puerto Rico and in the United States includes bibliographical data and abstracts/summaries of 284 works. The dissertations are listed by author. A subject index is provided. Several references of works discovered too late to be included in the main text are attached. (EB)

ED 166 313 UD 019 108

Redburn, F. Stevens Cohen, Sylvan H.

Third Force'' Coalitions and School Desegregation: An Exploratory Application of Q Factor Analysis.

Pub Date-31 Mar 78

Note-13p.; Paper prepared for the annual meeting of the American Educational Research Association, Special Interest Group, Politics in Education,'' (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Administrator Attitudes, *Community Attitudes, *Public Opinion, Q Sort, Research Methodology, *School Integration, Social Differences, Teacher Attitudes

Identifiers-Ohio (Youngstown), *Third Force Coalitions

After a brief description of third force coalitions and their goals, this research attempts to determine what areas of consensus unite such groups and what issues or opinions can potentially divide them. A Q factor analysis is employed to establish a methodology for identifying language that has appeal to various opinion groups. Respondents in this study were drawn from three groups: (1) the third force coalition in Youngstown; (2) teachers and administrators in the Youngstown schools; and (3) people not connected with the schools who, based on their ethnic and socioeconomic status, were assumed to be less favorable to school desegregation. Various statements that reflect a broad array of opinions were gathered over two years and then categorized under different perspectives. These categories were then factor analyzed to locate clusters of respondents with similar opinions. Findings indicate that there is significant agreement on enough points to suggest that a basis exists for coalitions. The three factors or opinion types identified may even be regarded as significant variants of a single viewpoint. On the other hand, there are important and potentially divisive differences among the three groups, especially at the more specific levels of policy.'' (Author/ B)

ED 166 314 UD 019 109

Beck, William W. And Others

An Assessment of Local Community Problems in School Desegregation: Seven Case Studies.

Pub Date-23 Nov 78
Note-31p.; Papers presented at the National Council for the Social Studies Annual Meeting (58th, Houston, Texas, November 23, 1978); The section on Cincinnati School Desegregation (five pages) may not reproduce well due to marginal legibility of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-Bus Transportation, Community Attitudes, Community Involvement, Curriculum Development, Instructional Materials, *Integration Effects, Integration Litigation, *Integration Methods, Minority Group Children, *Political Influences, Racial Distribution, *School Integration, Social Influences, Social Studies, Teacher Education
Identifiers-California (Los Angeles), Indiana (Indianapolis), Massachusetts (Boston), Michigan (Detroit), Ohio (Cincinnati), Texas (Dallas)

These papers examine sociological and political problems associated with school desegregation on the local level in Dallas, Boston, Columbus, Cincinnati, Indianapolis, Detroit, and Los Angeles. Each presentation addresses several of the following concerns: (1) community and school composition, racial and ethnic ratios, and business and political influences; (2) historical parameters; (3) judicial proceedings and precedents; (4) community and group reactions; (5) curricular and instructional programs developed to deal with desegregation such as magnet schools, inservice education training, and multicultural approaches; and (6) the role of social studies teachers in desegregation. There are different emphases and processes discussed in each case study. Beck and Linden write that Dallas has made several compromises in its 1976 desegregation plan. Siegal believes that Boston is making long term progress since the initial violent reaction to desegregation. Bedwell deals with Indianapolis' history of segregation and notes that more court battles are ahead. In Detroit, Gendernalik sees more court action but also notes that community forces are cooperating in that city. Howe writes about the "see-saw" Boards of Education in Cincinnati. Carrison describes 15 years of school desegregation problems in Los Angeles and maintains that a socioeconomic head count must be combined with racial ethnic quotas within a metropolitan environment. References for each presentation are provided. (Author/EB)

ED 166 315 UD 019 110

Beck, William W.

Dallas School Desegregation: History and Precedents.

Pub Date-13 Oct 78

Note-18p.; Paper presented at the Texas Council for the Social Studies Annual Convention (26th, Corpus Christi, October 13, 1978)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-Blacks, Bus Transportation, Caucasians, *Community Attitudes, Community Involvement, Elementary Secondary Education, Equal Education, Historical Reviews, *Integration Litigation, Mexican Americans, Parent Participation, *School Integration, *Urban Schools

Identifiers-Magnet Schools, *Texas (Dallas)

Since the 1954 Brown decision, Dallas residents have engaged in avoidance, resistance, legal battles and, finally, cooperation and compromise in the desegregation of Dallas schools. It now appears that Dallas is making some progress toward desegregation. Except for some segments of the black community, who felt they had been betrayed because of a remaining all-black subdistrict, the 1976 Dallas desegregation plan has received strong support from virtually every segment of the Dallas community. Although there is continued controversy over the pupil assignment plan and the effectiveness of magnet schools, the number of one-race schools in Dallas has been reduced by over 50 percent in a two-year period. Present trends in Dallas, however, make the future of Dallas schools uncertain. Several individuals believe that ``freedom of choice'' coupled with quality education are more important than complete integration and the elimination of one-race schools. There is also a concern about retaining or regaining support of the middle class and about the role of the community in enacting urban school changes. In addition, despite numerous innovative approaches and significant desegregation progress, the trend persists that Dallas Anglos often have different perceptions of their schools than do either blacks or Mexican-Americans. (Author/EB)

ED 166 316 UD 019 111

Lightfoot, Sara Lawrence
A Child's Place: Toward a More Complex View.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-9p.; For a related document, see UD 019 112
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($1.00)
Journal Cit-IRCD Bulletin; v13 n4 Fall 1978
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bias, *Children, Classroom Observation Techniques, *Classroom Research, Educational Research, *Elementary School Students, Minority Group Children, *Research Problems, School Role, *Social Factors, Teacher Attitudes, *Teacher Role

The educational research on schools and classrooms is burdened by the unresolved images of children and their place in society. Most educational research exaggerates the dominance of the teacher and neglects the presence and power of children. This tends to support the irresponsible, dependent, and powerless role assigned to children in our culture. Cultural perspectives on chilhood are reinforced by sociological conceptions of the purposes and functions of schools in contemporary society. These views offer a partial and unrealistic picture of classroom life. Neglected are the dynamic and uneven process of socialization and the initiating of creative actions of children in classrooms. There are also methodological and strategic reasons why the interactions and social systems among children in classrooms have been given such minimal attention by researchers. In addition, stereotyped perceptions distort such research and cultural differences account for research misinterpretation, particularly in the case of minority, lower class children. In the process of developing methodological strategies for documenting and analyzing the patterns and interactions and social systems created and sustained by children, researchers must confront current cultural biases, traditional theories and beliefs regarding children and childhood, and views held on the social and economic purposes of schools. (Author/EB)

ED 166 317 UD 019 112

Lightfoot, Sara Lawrence
A Question of Perspective; Toward a More Complex View of Classrooms. ERIC/CUE Urban Diversity Series, Number 58.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0071
Note-14p.; For a related document, see UD 019 111
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-Bias, *Children, Classroom Observation Techniques, *Classroom Research, Educational Research, *Elementary School Students, Minority Group Children, Racism, *Research Problems, School Role, *Social Factors, Teacher Attitudes, *Teacher Role

A review of selected literature on classroom processes indicates that the primary preoccupation of educational researchers is with the dominance and centrality of the teacher. The research has primarily been concerned with documenting the strong relationship between the teacher's expectations of a pupil's performance and the actual performance of the pupil, e.g., the ``Pygmalion'' study. Exaggerating the dominance of the teacher and neglecting the power and presence of children in classroom research seems to support the irresponsible, dependent, and powerless roles assigned to children in our culture. Cultural perspectives on children are reinforced by sociological conceptions of the purposes and functions of schools in contemporary society. The focus on the norms and structures of the schools and their power in shaping and controlling the individual development and collective life of children offers a partial vision and unrealistic picture of classroom life. There are also methodological and strategic reasons why the interactions and social systems among children in classrooms have been given such minimal attention by researchers. For example, the social distance between investigator and subjects has been a major dilemma in classroom research, particularly in the case of minority group children. The distortions are related not only to misunderstandings of language and gesture but also to basics of ethnocentrism and racism in the researcher's perceptions. (Author/EB)

ED 166 318 UD 019 114

Report to the Congress: HEW Task Force for Indochina Refugees.

Social Security Administration (DHEW), Washington, D.C. Office of Family Assistance.

Pub Date-21 Sep 77

Note-112p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Educational Opportunities, Employment Opportunities, Employment Programs, *Federal Programs, *Federal Regulation, Health Needs, Health Services, *Immigrants, *Indochinese, *Refugees, State Federal Aid

Identifiers-*Boat People, *Indochinese Refugee Assistance Program

Reported on in this document is the Indochinese Refugee Assistance Program with a consideration for three current developments: (1) the forthcoming admission of an additional 15,000 Indochinese refugees in the United States; (2) possible extension of the refugee program beyond September 30, 1977; and (3) progress toward enactment by Congress of legislation leading to permanent resident status and eventual citizenship for the refugees. A brief historical review outlines the implementation and activities of this program. Aspects of the program dealt with include funding, assistance given to refugees, refugee distribution, employment/training projects, mental health projects, unaccompanied children, physicians and dentists, education, legal services, "boat case" admissions, activities of the HEW Refugee Task Force, and refugee employment. Tables and graphs present statistical and comparative data. Also included are reports by voluntary and State and local resettlement agencies. (EB)

ED 166 319 UD 019 115

Sherman, David B., Ed. Smith, Miriam, Ed.

Information Center for Proposal Development. A Project Manual, 1976-1977.

New York City Board of Education, Brooklyn, N.Y.
Pub Date- 78
Note-114p.; Not available in hard copy due to author's restriction
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Budgeting, Educational Legislation, Elementary Secondary Education, *Federal Aid, *Guidelines, *Manuals, *Program Proposals, *Project Applications, *Resource Materials
Identifiers-*New York (New York)

In this manual, information for educators writing proposals for competitive funding is provided. All aspects of proposal development (including a timetable) and proposal writing are described in detail. Funding terms are defined. Writing performance objectives, outlining sample budgets, avoiding ``turn-offs'' in funding proposals, and utilizing methods of creative grantsmanship are discussed. Sample budgets are illustrated. Further information is provided on computer search services, applicant eligibility for competitive sources of funding, recent programs for local education programs, and other sources of Federal assistance and grant application advice. Federal legislation pertaining to grants is included. Suggestions are made with regard to the administration of federally funded school programs. (WI)

ED 166 320 UD 019 116

Directory: Special State and Federal Programs, 1974-75, 1975-76, 1976-77. Office of Funded Programs.

New York City Board of Education, Brooklyn, N.Y.
Pub Date-Oct 77
Note-309p.
Available from-Board of Education of the City of New York, Publication Sales Office, Room 136, 110 Livingston Street, Brooklyn, New York 11201 ($5.00)
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors-*Directories, *Educational Legislation, Elementary Secondary Education, Federal Aid, Federal Programs, *Program Descriptions, School Districts, *Special Programs, *State Federal Aid, State Programs
Identifiers-*New York (New York)

In this directory, New York City school district programs funded under various Congressional Acts on education are described. Programs listed fall under, among others: the Adult Education Act of 1966, the Comprehensive Employment Training Act, the Economic Opportunity Act, the Education Development Act, and the Elementary and Secondary Education Act (Titles II through VIII). Also included are programs falling under legislation related to emergency employment, emergency school aid, environmental education, private funding, Indian education, refugee assistance, national defense education, highway safety, reading improvement, school lunches and nutrition, special projects, agriculture, vocational education and State aid for special programs. The purpose and structure of each Act is briefly described, both nationally and as it applies to New York City. Each district program is summarized and detailed in terms of budget, grade level, personnel, and contact person. A list of information contacts for Federal and State funded programs is also attached. (WI)

ED 166 321 UD 019 118

Inequalities in the Educational Experiences of Black and White Americans. Hearing before the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.

Pub Date-78

Note-52p.; For a related document, see ED 150 228 ; Not available in hard copy due to small type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Achievement, *Blacks, *Compensatory Education, Educational Change, Elementary Secondary Education, *Equal Education, *Federal Aid, *Hearings, *School Integration, Social Factors

Identifiers-*Elementary Secondary Education Act Title I

In these hearings, the testimony of Dr. Ronald R. Edmonds (senior assistant to the chancellor for instruction, New York City Public Schools, New York City Board of Education), Dr. Paul Hill (social scientist, The Rand Corporation) and Dr. Kenneth S. Tollett (Director, Institute for the Study of Education Policy, Howard University) is recorded. Testimony focuses on the current status of black Americans, black-white educational disparities, desegregation problems, school response to family background as it affects achievement, differences between lower achieving and higher achieving schools, public policy and compensatory education. (WI)

ED 166 322 UD 019 119

Gutmann, Babette Paller, Alan T.

State Profiles of Subcounty Allocation Procedures: Appendix to the Title I, ESEA, Subcounty Allocation Study.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0158
Note-152p.; For related documents, see ED 128 500 and UD 019 120-123
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors-Educational Finance, *Educationally Disadvantaged, Mathematical Formulas, *Resource Allocations, *School District Spending, *State Federal Aid, *Statistical Data
Identifiers-*Elementary Secondary Education Act Title I

In this appendix to the study of subcounty allocation of Title I of the Elementary and Secondary Education Act, state by state profiles of subcounty allocation are provided. The allocation formula and procedures used by each state for fiscal year 1977 are explained. Other data for each state, such as number of school districts and counties which participate in Title I, hold harmless and funds reallocations procedures, complaint handling, annual costs, and history of the program is included. The appendix was developed by Applied Urbanetics on the basis of information culled from Title I coordinators and their staff in each of the 46 states which perform subcounty allocation. (Author/WI)

ED 166 323 UD 019 120

Paller, Alan T. Gutmann, Babette

Current Subcounty Allocation Practices: Volume I of the Title I, ESEA, Subcounty Allocation Study.

Applied Urbanetics, Inc., Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 77

Contract-400-76-0158

Note-83p.; All tables and Appendix One may be marginally legible; Not available in hard copy due to reproducibility of the original document; For related documents, see ED 128 500, UD 019 119, and UD 019 121-123

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Administrative Agencies, *Board of Education Policy, Compensatory Education, Cost Effectiveness, *Data, *Data Collection, Efficiency, Elementary Secondary Education, *Program Evaluation, *Resource Allocations, State Federal Aid

Identifiers-*Elementary Secondary Education Act Title I

In this report, subcounty allocation of Title I of the Elementary and Secondary Education Act (ESEA) funds is described in terms of direct allocation, use of the statutory formula emphasizing census data, United States Office of Education (USOE) regulations, participating states, geographic and administrative overlaps, hold harmless adjustments and reallocation procedures. Methods States use for allocation within counties are explained. Acquisition of data for subcounty allocation are outlined with reference to: (1) complaints from school districts concerning the subcounty allocation of funds; (2) USOE reviews of State programs; (3) costs incurred by State and local agencies; and (4) systematic assessment of subcounty allocated funds. An annotated reprint of Title I of the ESEA, Title I, as ammended, is appended. (WI)

ED 166 324 UD 019 121

Smith, Stephen And Others

Impact of Variations in Subcounty Allocation Procedures on Title I ESEA Allocations to School Districts: Volume II of the Title I, ESEA, Subcounty Allocation Study.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0158
Note-112p.; Not available in hard copy due to numerous marginally reproducible data tables; For related documents, see ED 128 500, UD 019 119-120, and UD 019 122-123
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors-Affirmative Action, Board of Education Policy, *Compensatory Education, *Educational Finance, *Resource Allocations, *School District Spending, *State Federal Aid, *Statistical Data
Identifiers-*Elementary Secondary Education Act Title I

In this study, research focused upon four major areas: (1) the impact of variations in State allocation formulas; (2) the influence of district level hold harmless positions on the distribution of Title I funds to districts; (3) the impact of variations in the source or tabulation of poverty data used by States; and (4) the impact of the two tier system of allocating funds to counties on the basis of the statutory formula and then allocating county funds to districts on the basis of a possibly different formula. Data, which were collected at State, county and district levels are contained in numerous charts and tables. Districts and types of districts which would gain or lose funds under alternative allocation formulas and procedures are identified through statistical analysis. The impact of each research area is both summarized and discussed in detail. (WI)

ED 166 325 UD 019 122

Ferrara, Lynette And Others

A Feasibility Analysis of Alternative Strategies for Determining School District Title I Allocations: Volume III of the Title I, ESEA, Subcounty Allocation Study.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0158
Note-68p.; For related documents, see ED 128 500, UD 019 119-121, and UD 019 123; Pages 21, 32, 35, and 56 (tables) may be marginally legible due to reproducibility of the original document
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Board of Education Policy, Census Figures, Compensatory Education, Data Collection, Educationally Disadvantaged, Elementary Secondary Education, *Feasibility Studies, *Resource Allocations, *State Federal Aid, Statistical Data
Identifiers-*Elementary Secondary Education Act Title I

In this report, the feasibility of alternative allocation strategies that would determine school district Title I allocations using district level poverty data and/or mandating the use of a single formula for the calculation of Title I grants is explored. The three criteria, availability of data, reliability of data, and administrative complexity of allocation tasks, were applied to the feasibility of four alternative allocation strategies: (1) single formula subcounty allocation; (2) single formula substitute allocation; (3) single formula direct allocation; (4) multiple formula substate allocation. Findings indicate that there are few availability and reliability problems, but that there are differences in the administrative complexity of the tasks required to implement any of the four allocation strategies. It is found that multiple formula substate allocation is the least complex and single formula direct allocation is the most complex. Charts and tables illustrate the findings. The availability and reliability of census data and of school district and county component AFDC, Foster Child, and Neglected and Delinquent Child Data, are discussed in detail. (WI)

ED 166 326 UD 019 123

Paller, Alan

A Summary of Alternative Strategies for Determining School District Title I Allocations: Volume IV of the Title I, ESEA, Subcounty Allocation Study.

Applied Urbanetics, Inc., Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Contract-400-76-0158

Note-28p.; For related documents, see ED 128 500 and UD 019 119-122; Pages 4 and 6 may be marginally legible due to reproducibility of the original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-*Compensatory Education, *Educational Finance, Elementary Secondary Education, *Federal Aid, *Finance Reform, *Resource Allocations, *State Aid

Identifiers-*Elementary Secondary Education Act Title I

This document contains a synthesized review of current State subcounty allocation procedures and assesses the impact and feasibility of four alternative allocation strategies. The review indicates that in the current subcounty allocation process, the United States Office of Education (USOE) uses a single formula to calculate county entitlements while State education agencies use a variety of formulas to divide the county allocations among school districts within each county. The four alternative allocation strategies are compared along six dimensions: (1) consistency of treatment of districts; (2) currency of data; (3) hold harmless effects; (4) States most affected and types of districts which would benefit; (5) data availability and feasibility; and (6) administrative complexity. Results of the comparisons are presented in detail. Each alternative is then summarized in terms of the advantages that would be gained or the disadvantages that would be incurred in their respective implementations. (Author/EB)

ED 166 327 UD 019 124

Danziger, Sheldon

Do Working Wives Increase Family Income Inequality? Discussion Paper No. 518-78.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Sep 78
Grant-NSF-APR-77-01603
Note-15p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Employment Experience, *Employment Patterns, Equal Opportunities (Jobs), *Family Income, Feminism, Housewives, Socioeconomic Status, *Statistical Data, *Working Women

The distribution of family incomes is now slightly more equal than the distribution of husbands' earnings. Movements toward equal opportunity for women are likely to have only a small effect on family income inequality. In a world with no differences by sex in work behavior, we could expect that the work experience of women and men and the inequality in the distributions of women's earnings and men's earnings would be equal. The most unequal situation for family incomes in such a world would occur if the earnings of husbands and wives were perfectly correlated. Then, the degree of family income inequality would equal the degree of inequality in husbands' earnings (which would be the same as wives' earnings). Thus, in the long run, the women's movement and attempts to equalize opportunity by sex imply only a slight increase in the current degree of inequality even if husbands' and wives' earnings were to become perfectly correlated; under more realistic assumptions it appears that the economic advances of wives will not increase family income inequality. (Author/WI)

ED 166 328 UD 019 125

Frey, William H.

The Changing Impact of Migration on the Population Compositions of Origin and Destination Metropolitan Areas.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.-IRP-DP-520-78

Pub Date-Oct 78

Grant-1-R01-HD-1-666-01

Note-42p.; Paper presented at the Annual Meeting of the Population Association of America (Atlanta, Georgia, 1978); Not available in hard copy due to variable legibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Caucasians, *Educational Background, *Metropolitan Areas, Migration Patterns, *Population Distribution, Regional Characteristics, Socioeconomic Influences, Statistical Data, *Urban to Rural Migration, *Urban to Suburban Migration

Increased migration to the sunbelt and the metropolitan-nonmetropolitan turnaround'' represent departures from longstanding redistribution trends. Although these patterns have been examined from a number of perspectives, their consequences for individiual metropolitan areas have not been brought to light. In the present study, stream-disaggregated data for the late 1950s and late 1960s are employed to assess the impact of recent migration for the sizes and compositions of white populations in 31 large metropolitan areas. Findings indicate that most large northern standard metropolitan statistical areas (SMSAs) have been experiencing the new'' migration patterns since the late 1950s. They have incurred net out-movements of whites to both metropolitan and nonmetropolitan areas but, due to exchanges with nonmetropolitan areas, have managed to retain greater numbers of college graduates and professional workers. Although southern and western SMSAs had not yet sustained losses to their nonmetropolitan environs during this period, they did appear to gain substantially from the interregional metropolitan redistribution with respect to both their total and high status populations. (Author/EB)

ED 166 329 UD 019 126

Beller, Andrea H.
The Effect of Economic Conditions on the Success of Equal Employment Opportunity Laws: An Application to the Sex Differential in Earnings.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Report No.-IRP-DP-521-78
Pub Date-Oct 78
Note-33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors-*Economic Climate, *Economic Status, Employment Opportunities, *Equal Opportunities (Jobs), Labor Legislation, Manpower Needs, *Manpower Utilization, *Salary Differentials, Sex Differences, Unemployment, *Working Women
Identifiers-Civil Rights Act 1964 Title VII, *Recession

The recession of the 1970s eroded equal employment opportunity gains made under Title VII of the Civil Rights Act of 1964. The unemployment rate during the early 1970s interacted with pre-amendment Title VII settlements to limit the increase in female earnings, exaggerate the reduction in male earnings, and restrict the narrowing of the earnings differential. Nevertheless, even with high unemployment rates, Title VII still narrowed the sex differential in earnings. But the real earnings cost was greater and the earnings redistribution less than at a lower employment rate. (Author/EB)

Pollowy, Anne-Marie
The Urban Nest.
Pub Date-77
Note-171p.
Available from-Dowden, Hutchinson and Ross, Inc., Publishers, Box 699, 523 Sarah Street, Stroudsburg, Pennsylvania 18360 ($17.50)
Document Not Available from EDRS.
Descriptors-Architecture, *Building Design, *Child Development, *Guidelines, Intellectual Development, *Park Design, Perceptual Development, Physical Activities, Physical Development, *Playgrounds, Safety, Social Development, Space Utilization, *Urban Areas

In this book, the many factors necessary to make city spaces more child-sensitive are considered. Particular attention is given to dwellings and play spaces. Child development as it relates to the spatial environment and the child's use of various spaces (houses, apartments, service areas, playgrounds) at different ages are investigated. The importance of the spatial environment in spontaneous learning experiences, social interactions and transmission of values is discussed. In Part I, many aspects of child development from preschool through middle childhood are examined, including physical growth, activities, personal and social development, and intellectual and perceptual development. The relevant design implications are outlined. In Part II, child use of the physical environment is explained with reference to private, public, personal and group spaces. Suggestions are made for planning child spaces. In Part III, design guidelines for planning child environments are set forth. Numerous photographs and diagrams, as well as charts and tables, illustrate design problems and possible solutions. Safety considerations are stressed. Most information presented in the book is based on a report entitled "Children in the Residential Setting: A Discussion Paper Toward Design Guidelines," prepared for the Central Mortgage and Housing Corporation, Ottawa, Canada. (WI)

ED 166 331 UD 019 130

Seldin, Clement A.

Schools within Schools: An Answer to the Public School Dilemma.

Pub Date-78

Note-123p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors-Administrator Responsibility, Case Studies (Education), Decision Making, *Educational Alternatives, Elementary Secondary Education, *Open Education, *Program Design, *Program Evaluation, *School Organization, Social Factors, Student Participation, Teacher Participation

Identifiers-Massachusetts (Boston), *Schools Within Schools

In this book, the findings of a study on schools within schools are described. The professional research and literature on alternative public education, with a focus on schools within schools, is explored. Based on the research, a list of elements characteristic to and useful for the implementation and perpetuation of optional alternative programs is compiled. Using this list, the evolution of an open alternative in Boston's Parmenter Elementary School is examined. Ten essential elements of Schools Within Schools are defined and four primary factors for successful programs are established: (1) all programs within a school must be viewed as legitimate educational environments; (2) the principal and faculty are prime facilitators of this desired perception; (3) a shared decision-making approach is appropriate to develop and operate an optional alternative; (4) administrators must be aware of the possibility and potential dangers of unintentional segregation by socioeconomic level, race, religion, etc. Recommendations are made for further research. A lengthy bibliography is included. (Author/WI)

ED 166 332 UD 019 131

Ramsay, William

Obstacles to Multiculturalism: The Australian Experience.

Pub Date-21 Jun 78
Note-17p.; Paper presented to the Congress on Education, Canadian School Trustees' Association (1st, Toronto, Ontario, June 21, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Change Strategies, Community Involvement, *Cultural Pluralism, *Educational Change, Elementary Secondary Education, *Ethnic Relations, *Multicultural Education, *Social Problems, Teacher Attitudes
Identifiers-*Australia

Due to industrialization, urban growth and an increase in the migrant population, Australia has been transformed from a mono-cultural to a multi-cultural society. The inadequate response of the society to dealing with multi-culturalism has reached a crisis state. Social and educational changes must be instituted to resolve the tensions and conflicts of a multi-ethnic society. Successful change implies a search for legitimate social and educational values and expectations of ethnically different groups. Educators must recognize the Anglo-conformist dominance of education and revise their values with regard to the entire curriculum process. The educational system must be reconstructed in ethnic terms by (1) developing curriculum in conjunction with parents, children and community representatives; (2) incorporating ethnic teachers from overseas into the system; (3) creating resource centers to provide support services and design materials for 'migrant' teachers; (4) encouraging ethnically different teachers to teach their peers; (5) educating teachers to define their courses in cross-cultural terms; (6) extending student programs for ethnically specific teacher training in universities and colleges; and (7) evaluating the needs of ethnic groups of children in terms of the children's perception and expression of those needs. (WI)

ED 166 333 UD 019 132

Brethower, Dale M. Pasch, Marvin

Diffusing Innovation in an Urban Setting: An Evaluator's Perspective.

Pub Date-31 Mar 78
Note-18p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Ontario, March 31, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Innovation, *Educational Planning, Morale, Problem Solving, *Program Design, *Program Development, *Program Evaluation, Teaching Methods, *Team Administration, Team Training
Identifiers-Linkage Model

Described in this paper is a project utilizing the linkage concept in the implementation of a diffused team planning process in six elementary schools undergoing desegregation. Strategies employed in designing the project are reviewed. These reviews include a retrospective analysis of the first two years of the project, a review of the minutes of the team planning sessions, and a review of literature on diffusion. The implementation of the Linkage Model is described in terms of the following: (1) the role of the diffusion manager or ``linking agent'' in helping the participating schools develop systematic problem solving processes within the planning teams and to help link the teams to existing resources within the school system; (2) the concept of the mini-project for dealing with a specific classroom need; (3) a training system for helping each planning team develop, implement, and evaluate a mini-project; and (4) the role of the diffusion task force in solving immediate problems, especially the resources to be allocated to the project. A conclusion summarizes the impact the project had on such factors as student achievement, the sharing of ideas among faculty, personal teaching satisfaction, responses to student attitude, conflict in the school, school morale, and resources or interference from the central office. An argument is made for the potential impact such a project might have if carried out over an extended period of time. (EB)

Naidoo, Josephine

The (East) Indian Woman.

Indian Immigrant Aid Services, Toronto (Ontario).
Pub Date-1 Dec 76
Note-21p.; For related documents, see UD 018 588-590
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Acculturation, Cultural Background, *Cultural Differences, Cultural Traits, Educational Background, Ethnic Groups, Fear of Success, *Females, Identification (Psychological), *Immigrants, *Indians, Religious Factors, Role Perception, Sex Role, Socialization, Social Relations
Identifiers-*Canada

The focus of this paper is on the social, cultural, and psychological problems women of East Indian origin share with other immigrant women in Canada. Also examined are problems that are unique to the East Indian woman and the ways in which she deals with the challenges, conflicting cultural values, and expectations that confront her. The diversity in countries of origin, religious, educational, and cultural backgrounds of the East Indian and other immigrant groups is compared. Other factors considered and compared include the privacy characteristic of East Indian culture, family structure, sex role socialization, achievement socialization and fear of success, language and communication problems, intercultural perceptions of women, and heterosexual relationships. In

addition, it is argued that values perceived by people as critical to the inner self such as a sense of identity and self worth should be nurtured and preserved in these East Indian women for a healthy, evolving, ``new'' self within a host culture and that there is an urgent need for more contact and communication between ethnic ``newcomers'' and the larger society. (EB)

ED 166 335 UD 019 134

Naidoo, Josephine C.

Canadian Perspectives on East Indian Immigrants.

Pub Date-26 May 78

Note-40p.; Paper presented at the Anniversary Conference of the Canadian Society for Asian Studies (10th, University of Guelph, May 23-26, 1978); Not available in hard copy due to reproduction quality of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-*Acculturation, *Attitudes, *Cultural Pluralism, Ethnic Relations, Ethnocentrism, *Females, *Indians, Racism, *Self Concept

Identifiers-*Canada

In this paper, various studies and surveys on the status of East Indians in Canada and attitudes towards them are summarized. The history of the East Indian immigration into Canada is sketched. A 1976 survey of attitudes of Canadians toward multiculturalism (Berry, Kalin, and Taylor, 1976) is outlined. A study of the intercultural perceptions of East Indian women based on responses of male and female East Indians and Canadians is described, including the following results: (1) women have a duality in the nature of their life orientation (tradition vs. contemporary); (2) women have a differential approach in their selection of which aspects of Canadian culture to emulate; (3) the strong traditional dimension of their self-concept plays an important role in determining adjustment and acculturation within the host country. Multiculturalism in Canada is discussed from the perspective of socio-psychological theory. Racism in Canada is examined in terms of the Federal ``Green Paper'' on Immigration (1975), the Berry Study on Multiculturalism (1977), the Pitman Report (1977), and the Frances Henry Study of Racism in Toronto (1978). It is suggested that pluralism in Canada be promoted by studying the dynamics of inter-ethnic relationships, creating multicultural government programs, giving East Indians more media recognition, and working to eliminate ethnocentric attitudes. (Author/WI)

Window Dressing on the Set: An Update.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 79
Note-104p.; For a related document see ED 144 115 ; Not available in hard copy due to small print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Affirmative Action, Characterization, Childhood Attitudes, Discriminatory Attitudes (Social), Drama, *Equal Opportunities (Jobs), *Ethnic Stereotypes, *Females, *Minority Groups, News Reporting, *Television, Television Commercials

Analyzed in this report are the portrayals of minorities and women in television drama from 1975-1977 and the representation of minorities and women in the network news of 1977. Also analyzed are 1977 employment patterns at local and network television stations and television's effects on viewers and the first amendment. Data presenced show that race and sex stereotyping in television drama continues. Taken into consideration are the age and occupational status of characters and their differentiation by race and sex. Representation of minorities and women in the network news is described as being more encouraging. Findings regarding the employment status of minorities and women at television stations indicate that, despite increases in the numbers of minority and female employees at television stations, they are almost completely absent from decision-making positions. Suggestions are made for an effective affirmative action plan in television employment. The investigation of the effects of television on children center around their perceptions of and knowledge about minorities and about sex and occupational roles as they are influenced by television portrayals of minorities and women, the influence of advertising, and the effects of television violence on their behavior. Recommendations for dealing with the findings of these analyses are made and statistical data collected for the study are appended. (EB)

ED 166 337 UD 019 136

Guidelines for Planning the School Breakfast Program. Revised.

Georgia State Dept. of Education, Atlanta. Office of School Administrative Services.

Pub Date-Jul 78

Note-20p.; For a related document, see ED 124 614

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Breakfast Programs, Elementary Secondary Education, Food Standards, *Guidelines, *Nutrition, Program Administration, Program Costs, Student Needs

Identifiers-Georgia

Some of the factors considered in these guidelines include basic nutritional requirements, food component minimums, food variety, and amounts of food served in elementary and secondary school breakfast programs. Suggestions are made for serving foods that will appeal to young people. Samples of hot and cold menus are provided. Forms for evaluating menus and for estimating the costs of breakfast programs are included. In addition, requirements for participation in a breakfast program are outlined. (EB)

ED 166 338 UD 019 137

Moore, Sarah H. Jordan, Linda F.

Title I in Georgia: Annual Evaluation Report, 1975-76.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date-78

Note-99p.; For related documents, see ED 104 994, ED 117 249, and ED 148 966; Not available in hard copy due to print format of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, *Expenditure Per Student, Inservice Teacher Education, Parent Participation, Preschool Education, Program Costs, *Program Effectiveness, *Program Evaluation, Student Participation
Identifiers-*Elementary Secondary Education Act Title I, *Georgia

Numerous tables and graphs present data on pupil participation, expenditures, achievement, staffing, and parent advisory councils in Title I financed programs in Georgia. Summaries of data presented for each of these areas indicate the following: (1) Title I in Georgia maintained its basic skills program emphasis with preschool, reading, mathematics, food service, and transportation activities accounting for the major participation in Title I; (2) reading activities accounted for 55.9 percent, mathematics activities 22.5 percent, and preschool activities for 19.9 percent of the total expenditures; (3) preschool activities accounted for the highest per participant expenditures; (4) 57 percent of the participants in preschool activities met or exceeded program objectives; (5) over 60 percent of the participants in reading and mathematics activities met or exceeded the objectives; and (6) in-service training for Title I personnel and parental involvement were important factors in determining the quality of Title I programs. Suggestions are made in the areas of basic skills development, goal expectations, standardized evaluation efforts, and increased technical assistance. (EB)

ED 166 339 UD 019 138

Abeyta, Emilio

School Desegregation in Providence, Rhode Island. A Staff Report.

Commission on Civil Rights, Washington, D.C.

Pub Date-Oct 77

Note-33p.; For related documents, see UD 017 402-419

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Black Students, *Bus Transportation, Caucasian Students, *Community Attitudes, Community Support, Discipline Problems, Elementary Secondary Education, Enrollment, Federal Aid, Minority Group Children, Parent Participation, Population Distribution, *Racially Balanced Schools, *School Improvement, *School Integration

Identifiers-Magnet Schools, *Rhode Island (Providence)

This report reviews the history of school desegregation in Providence, analyzes the role of various individuals and groups in the desegregation process, and discusses the community's response. Background information on Providence is given in terms of government, population shifts, school enrollment, and school restructuring. An analysis of the evolution of desegregation in Providence deals with racial imbalance, discriminatory practices, community attitudes, magnet schools, and resistance. Basic principles of the Providence Plan are described. These include Providence's three-phase implementation, busing, funding, and staffing. Community concerns discussed range from support by the media, certain community groups, and black parents to the opposition of white parents. Problems with discipline and racial tension are also discussed. In addition, Providence's nine-year process is evaluated on the basis of its successes and failures. Advantages cited include greater understanding among and less stereotyping of different racial, ethnic and cultural groups and a better preparation for life in a pluralistic society. Problems pointed out are the continuing underrepresentation of minority teachers in the school system, the tendency toward resegregation in the classroom, the school department's failure to maintain racial balance in accordance with state guidelines, and the disproportionate number of black students bused under the plan. (EB)

ED 166 340 UD 019 139

Mizell, M. Hayes

Maintaining Parent Interest in Title I Parent Advisory Councils.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Education for the Disadvantaged.
Pub Date-30 Jan 79
Note-15p.; Paper presented at the National Conference on Title I ESEA Parent Involvement (Silver Spring, Maryland, January 30, 1979)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Administrator Responsibility, Compensatory Education, Elementary Secondary Education, *Federal Programs, Parent Associations, *Parent Attitudes, *Parent Participation, Parent Responsibility, *Parent School Relationship
Identifiers-*Elementary Secondary Education Act Title I, *Parent Advisory Councils

There are a number of reasons for the lack of parent interest in Title I Parent Advisory Councils (PAC). There are too many officials charged with implementing Title I who do not want to be bothered with an effective PAC. In addition, many officials do not seriously consider the experiences parents bring to their membership and do not have the skills to effectively involve the PAC. The lack of clarity about PAC's role and responsibilities, a lack of planning, a limited number of PAC meetings, and the rapid turnover in PAC membership also contribute to the erosion of parent interest. Specific actions which can be taken to stimulate and maintain parent interest include: (1) a "job description" should be developed for PAC members; (2) local school officials should communicate that PAC is a valued partner in the operation of a Title I project; (3) PAC members should be encouraged to initiate activities; (4) each PAC member should adopt a specific program and follow its progression; and (5) working with PAC should be seen as a continuing process of leadership development. (Author/EB)

ED 166 341 UD 019 140

Williams, Jeffrey W., Comp.

Students and Schools.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-79

Note-93p.; Not available in hard copy due to print size of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Academic Achievement, *Census Figures, Delinquency, *Demography, Educational Finance, *Elementary Secondary Education, Public Opinion, *Statistical Data, *Student Characteristics, *Urban Education, Youth Employment

In this report charts, tables and graphs of statistics related to urban education are compiled. These facts are derived from 1977 and 1978 statistical compilations of the National Center for Education Statistics. Facts cited include: (1) demographic changes in large American cities with respect to population and jobs (1960-1976); (2) characteristics of student achievement; (3) youth employment, and graduate activities; (4) revenues and expenditures for public elementary and secondary education; (5) public opinion concerning schools; and (5) crime in the schools. A short analysis of the data is included. (WI)

ED 166 342 UD 019 142

Update on Title IX and Sports No. 2. HEW Proposed Policy Interpretation Concerning Title IX and Athletics.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Jan 79

Note-5p.; For a related document, see ED 157 482

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors-*Athletic Programs, Discriminatory Attitudes (Social), *Educational Legislation, *Educational Policy, *Equal Education, Females, *Finance Reform, *Sex Discrimination

Identifiers-*Education Amendments 1972 Title IX

In this paper, the proposed policy interpretation regarding Title IX and intercollegiate athletics and a review of the issues as viewed by women's groups are summarized. The basic concept underlying the draft policy is that an institution will be presumed to be in compliance with the Title IX athletic regulations if it can demonstrate that it (1) has eliminated discrimination in financial support and other benefits and opportunities in its existing athletic programs'' and (2) follows an institutional policy that includes procedures and standards for developing an athletic program that provides equal opportunities for men and women to accomodate their interests and abilities.'' Responses of women's groups to eight selected questions suggest that the proposed interpretation provides maximal flexibility for institutions at the expense of women's equity, that numerous loopholes are detailed (allowing almost any discrepancy to be justified by the nature or level or scope of compensation), and that no examples of violations are given, although the are many examples of how discrepencies can be justified. (WI)

Haitian Resource Unit, Level III A Systems Management Approach.

New York City Board of Education, Brooklyn, N.Y.
Pub Date- 78
Note-244p.; Not available in hard copy due to reproduction quality of the original document ; Guide prepared by Community School District 18
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Biculturalism, *Cross Cultural Studies, *Curriculum Guides, Elementary Secondary Education, Ethnic Groups, Lesson Observation Criteria, *Lesson Plans, Minority Group Children, *Multicultural Education, Non English Speaking, Systems Approach
Identifiers-*Haiti, *Haitians, New York (New York)

Presented in this document are 37 guided lesson plans designed to further appreciation of Haitian culture. Included are lesson plans for three levels: (1) kindergarten through second grade; (2) third grade through sixth grade; and (3) seventh grade through ninth grade. The lesson format includes pre and post tests, materials, vocabulary, motivation, aim, procedure, homework, and follow-up. The aim of each lesson plan, presented in question form in the children's language, is intended to guide the children to achieve the objectives of the lesson. Terminal objectives chosen for this unit are based on different aspects of culture, geography, economic system, and history in Haiti. Also considered are comparisons between Haiti and New York City and students' daily needs. The objectives for each lesson are presented in behavioral terms for the teacher's direction. (EB)

ED 166 344 UD 019 144

Trapp-Dukes, Rosa L. And Others

Evaluation of the ESEA Title I, Part C, Preschool Expansion Program of the Public Schools of the District of Columbia, 1975-1976. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date- 76

Contract-1137-AA-NS-N-5-GA

Note-249p.; Pages 191-221 (Appendices) may not reproduce well due to marginal legibility of the original document

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors-Administrator Attitudes, Cognitive Measurement, *Compensatory Education Programs, Elementary School Students, *Evaluation Methods, Parent Attitudes, Preschool Children, *Preschool Programs, Primary Education, *Program Evaluation, Teacher Attitudes

Identifiers-*Elementary Secondary Education Act Title I

Various types of early childhood education programs, supported by Title I funds, are assessed in this report. Factors considered in the assessment of overall program implementation and effectiveness include: (1) children's performance; (2) the roles, attitudes and perceptions of teachers, teacher-aides and parents; and (3) the committment and support of administrators. Components of the Preschool Expansion Program are described and an overview of the evaluation project is provided. Methods and procedures of the study are outlined. Results of child cognitive measures are presented for prekindergarten, kindergarten, and first grade levels. Comparisons are made by program components, sex, type of preschool experience, length of preschool day, and the presence or absence of teacher-aides in the classroom. Accompanying each set of results is a discussion of the findings. Results from the descriptive measures used to assess the characteristics and the impact of adults in the preschool program are presented separately for teachers, teacher-aides, parents, principals, and administrators. Samples of the measures used and descriptions of some of the cognitive measurement tests are appended. (Author/EB)

ED 166 345 UD 019 145

D'Cruz, J. V., Ed. Sheehan, P. J., Ed.

The Renewal of Australian Schools: A Changing Perspective in Educational Planning. Second Edition.

Australian Council for Educational Research, Hawthorn.

Pub Date-Nov 78

Note-301p.; Not available in hard copy due to institution's restrictions

Available from-The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (A$9.95)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Curriculum Development, *Educational Change, Educational Finance, *Educational Innovation, Educational Needs, Educational Objectives, *Educational Programs, Elementary Secondary Education, Equal Education, Political Influences, *Program Evaluation, *School Improvement, Teacher Role

Identifiers-*Australia, *Karmel Report, School Renewal

Different aspects of an educational renewal program in Australian schools are evaluated in this volume. The Karmel Report which was concerned with detailing proposals for a new and large-scale initiative by the Federal government in the financing of primary and secondary schools in Australia is analyzed and assessed by various individuals along sociological, political, and economic dimensions. Sociological aspects dealt with include the needs of education, teachers, the public and educational change and approaches to the goal of educational equality. Political concerns looked at include autonomy and control in educational renewal and accountabilitiy in education. The macro-economics of educational renewal and finance for independent schooling are two of the economic concerns discussed. Developments subsequent to the Karmel report are analyzed and innovative programs implemented in the renewal effort are evaluated. In addition, main issues facing Australian schools five years after the initiation of the renewal effort, such as curriculum development, funding, educational goals, and the relationship between school and work, are surveyed. An extensive bibliography relating to the Australian Schools Commission is included. (EB)

ED 166 346 UD 019 147

Free Legal Services for the Poor: Increased Coordination, Community Legal Education, and Outreach Needed.

Comptroller General of the U.S., Washington, D.C.
Pub Date-6 Nov 78
Note-39p.; Not available in hard copy due to marginal legibility of the original document; Appendixes 1 thru 3 have been removed due to poor reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-Community Information Services, *Economically Disadvantaged, Federal Aid, *Interagency Coordination, *Legal Aid, *Legal Aid Projects, Legal Education, Outreach Programs, Resource Allocations, State Aid
Identifiers-*Legal Services Corporation

The Legal Services Corporation, established in 1974, is the primary provider of funds for free civil legal services for the poor. Substantial sums for such services are also available from other Federal, State, and local sources and are administered by Corporation and non-Corporation providers. Some Corporation grantees are not aware, however, of other providers and resources available in the service area. Coordination among providers of legal services, efforts by Corporation grantees to establish service priorities based on local needs, and grantee legal education and outreach activities have been limited. In order to improve this situation, the Corporation should increase coordination activities at the national and local levels and make sure that its grantees periodically assess community needs and improve legal education and outreach efforts. This document discusses the activities of the Legal Services Corporation and its grantees. (Author/EB)

ED 166 347 UD 019 149

Hanna, Judith Lynne

Meddlin': Aggression as Cultural Dissonance in a Desegregated School.

Pub Date—18 Nov 78
Note—13p.; Paper prepared for the annual meeting of the American Anthropological Association, Panel on the Anthropology of Work (November 14-18, 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Aggression, *Behavior Problems, *Black Students, Caucasian Students, *Classroom Communication, Communication Problems, Competition, Elementary Secondary Education, Nonverbal Communication, Racism, *School Integration, *Social Relations, Verbal Communication

A study of communication patterns in a desegregated school, located in an urban middle class black neighborhood, revealed "meddlin'" (verbal and nonverbal aggression) to be a key area of cultural dissonance. This pattern is more common among blacks. Name calling, rumor mongering, body bluster, verbal intimidation, taking or destroying others' property, and physical assaults are some of the manifestations of individual and group attack. Reasons for this aggression include: (1) racism and the need to earn respect; (2) socialization to violence; (3) inadequate academic work and the need to save face; (4) responding to the self-fulfilling prophecy that blacks are more physical; (5) poor impulse control of anger; (6) sexual competition; (7) desire to test one's strength and establish position in a peer hierarchy; (8) peer pressure; and (9) desire for attention. "Meddlin'" occurs more in the classroom than the playground and also in the hallways and especially the bathrooms. Both blacks and whites are targets of aggression and most fights are intra-racial. The long term negative consequences of "meddlin'" outweigh the positive gains in self-esteem sometimes made by individual aggressors. (Author/EB)

ED 166 348 UD 019 162

Murnane, Richard J. Phillips, Barbara R.

Effective Teachers of Inner City Children: Who They Are and What They Do.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date- 78

Contract-400-76-157

Note-44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors-Academic Achievement, *Black Students, Disadvantaged Youth, *Effective Teaching, Elementary Education, Individual Instruction, *Research Methodology, *Teacher Characteristics, Teacher Education, Teaching Experience, Teaching Techniques, *Urban Education, Urban Schools, Vocabulary Development

Identifiers-Educational Production Function Research, Process Product Research

Investigated in this paper is the extent to which variables used in two major research approaches explain differences in the effectiveness of teachers in improving the vocabulary skills of inner city black children in four elementary grade levels. The two approaches investigated, educational production function research and process-product research, are described in terms of a multivariate model which takes into account teacher characteristics and other factors which affect children's achievement. Results of the study indicate that concepts used in both approaches provide indicators of teacher effectiveness. In particular, the general teaching approach known as direct instruction is described as being especially effective in teaching children from low income families. In addition, it is pointed out that teaching experience is related to teaching effectiveness. These findings are explained, their relationships discussed, and their implications for teacher training are outlined. A list of references is also included. (Author/EB)

Maxwell, Liz
Achieving Multilingual Education in a Multicultural School: A Teacher Corps Model.
Pub Date-Jan 79
Note-10p.; Paper based on a presentation at the Annual International Bilingual/Bicultural Education Conference (7th, San Juan, Puerto Rico, April 24-28, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bilingual Education, Community Involvement, *Elementary Education, Inservice Teacher Education, Minority Groups, *Multicultural Education, Parent Participation, *Program Development, *Special Programs
Identifiers-*Teacher Corps, Virginia (Arlington)

Presented in this document is an overview of a Teacher Corps project undertaken by the Arlington, Virginia Public Schools and Trinity College, Washington, D.C., to develop a training complex in bilingual/multicultural education at Francis Scott Key Elementary School. The project is described as being an attempt to meet the needs of teachers, students, and a community with a large part of the population severely limited in English. Aspects of the project outlined include parent involvement, the training of bilingual interns, inservice instruction for Key teachers, language classes in Spanish, Korean and Vietnamese for students, and specific activities which paved the way for changes in the school. (EB)

ED 166 350 UD 019 168

Cordasco, Francesco, Ed.
Bilingual Education in New York City. A Compendium of Reports.
Pub Date-78
Note-260p.

Available from-Arno Press, 3 Park Avenue, New York, New York 10016 ($25.00)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Acculturation, *Bilingual Education, Bilingual Teachers, Educational Change, Elementary Secondary Education, *Puerto Rican Culture, *Puerto Ricans, School Demography, *School Surveys, Social History, Vocational Education
Identifiers-*New York (New York)

In this book, four reports on education and the educational status of Puerto Ricans in the United States (primarily New York City) are reprinted. In Puerto Ricans On The Mainland: The Educational Experience'' by Francesco Cordasco, the social history of Puerto Ricans on the mainland is outlined and major factors concerning their education are described. In A Program of Education for Puerto Ricans in New York City: A Report Prepared by a Committee of the Association of Assistant Superintendents'' problems of assimilation and education of the Puerto Rican pupil are described. In The Puerto Rican Pupils in the Public Schools of New York City: A Survey of Elementary and Junior High Schools by the Subcommittee on Education, Recreation and Parks of the Mayor's Advisory Committee on Puerto Rican Affairs in New York City'' results of a 1951 survey are tabulated and analyzed. In Bilingual Education in New York City: Prepared for the Program of Recruitment and Training of Spanish-Speaking Teachers'', the history, rationale, methodology, and funding of bilingual education programs for Puerto Ricans are examined in detail. (WI)

ED 166 351 UD 019 170

Jury Service: A Handbook for Students. Curriculum Bulletin No. 4. 1978-79 Series.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-78

Note-41p.; Not available in hard copy due to author's restriction

Available from-Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Courts, Lawyers, *Legal Education, *Resource Guides, Secondary Education

Identifiers-*Juries, *Jury Duty

Described as a curriculum resource guide for junior and senior high school students, this booklet includes the following information: (1) reasons for serving on a jury; (2) steps involved in becoming a juror; (3) criteria for being qualified to serve as a juror; (4) responsibilities of a juror; (5) court procedures and the role of lawyers and other court personnel in a criminal and a civil trial; and (6) compensation for being a juror. A glossary of legal terms used in the booklet and brief descriptions of court personnel are included. (EB)

ED 166 352 UD 019 171

Fire! Fire Prevention and Safety: A Teacher's Handbook.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date-78
Note-25p.; Not available in hard copy due to print size of the original document and author's restriction ; Handbook prepared in collaboration with the New York City Fire Dept., NY
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Curriculum Guides, Elementary Secondary Education, *Fire Protection

In this curriculum guide, guidelines for teaching children about fire safety and related topics and activities representing an interdisciplinary approach to fire safety are outlined. Major fire hazards and methods of dealing with them are described. Possible sites for field trips and films relating to fire are listed. The rules of the New York City Fire Prevention Contest are stated. (WI)

ED 166 353 UD 019 173

Allen, H. M., Jr. Sears, David O.

White Opposition to Busing in Los Angeles: Is Self Interest Rejuvenated?

Pub Date-78
Note-20p.; Paper prepared for presentation at the Symposium, Desegregation Research: The Present and Future Directions,'' of the American Psychological Association Conference (Toronto, Ontario, August 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Bus Transportation, Caucasians, Males, *Parent Attitudes, *Political Attitudes, *Racism, *School Integration
Identifiers-*California (Los Angeles)

The conventional explanation for adult white opposition to busing for school desegregation emphasizes a rational, objective self interested component. Whites are seen as opposing busing because its costs far exceed its benefits. However, little of the social psychological literature supports this view. Studies by and large support the findings that rather than rational gain-loss calculations, symbolic racism and political conservatism are the main determinants of busing opposition. The literature has not adequately examined busing sentiment in a local setting on the eve of actual implementation. In a study of a sample of white adult residents randomly selected from the Los Angeles County area during December 1976, approximately 20 months prior to actual implementation of the Los Angeles desegregation plan, it was found that symbolic racism and political conservatism related substantially to busing opposition. However, a comparatively moderate, but nonetheless significant self interest effect, indexed by whether or not the respondent had children who might be concretely affected by the implementation of busing, also emerged. The implications of these findings suggest that further research is needed to isolate socialization attitudes from self-interest variables in understanding busing opposition. (Author/WI)

ED 166 354 UD 019 177

Help-A-Kid Program Development Guide.

Boys' Clubs of America. National Manpower and Program Services.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-75
Grant-OCD-CB-459
Note-225p.; Photographs and some colored pages may not reproduce clearly
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors-Child Development, Community Involvement, *Developmental Programs, *Federal Programs, Inservice Education, Parent Participation, *Program Content, Program Costs, *Program Descriptions, *Program Guides, Teenagers, *Youth Programs

Aspects of the Help-A-Kid (HAK) program considered in this series of six workbook guides include: (1) the program's organization, its objectives, its strategies for getting students to participate, and the roles of parents and the community in the program's implementation; (2) in-service training for junior staff; (3) values clarification raps which attempt to help teens know themselves; (4) human survival training that attempts to help teenagers acquire skills for bachelor and family living; (5) individual and group activities that develop encouraging relationships with younger children; and (6) in-service training for professional staff. Estimates of costs, time and staff requirements, and a discussion of key concepts and objectives are provided for specific programs referred to. Appendices for each workbook include samples of pertinent application forms and evaluation checklists. (EB)

ED 166 355 UD 019 188

Fleming, John E. And Others

The Case for Affirmative Action for Blacks in Higher Education.

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.

Pub Date-78

Note-436p.

Available from-Howard University Press, 2935 Upton Street, N.W., Washington, D.C. 20008 ($8.95)

Document Not Available from EDRS.

Descriptors-*Affirmative Action, Black Employment, Black History, *Blacks, *Case Studies, Civil Rights, College Faculty, *Equal Opportunities (Jobs), *Faculty Integration, Federal Legislation, Federal Programs, *Higher Education, Labor Market

Identifiers-Florida State University, Harvard University MA, Merritt College CA, Oberlin College OH

In this book, affirmative action within the higher education community is analyzed in terms of black education and job opportunities for blacks. The importance of affirmative action and other strategies for achieving equal opportunity are discussed. The status of black education in America from the time prior to the Civil War to the time prior to affirmative action is examined. The constitutional and legal basis for affirmative action and related Federal programs is described. Policies and practices of implementation by the Federal government are detailed. Four case studies of affirmative action in institutions of higher learning are presented. The current labor market in academia and opportunities for black faculty are analyzed in light of racial discrimination, affirmative action, and public policy. Numerous tables illustrate the findings. A lengthy bibliography is included. (WI)

ED 166 356 UD 019 189

Gary, Lawrence E., Ed.
Mental Health: A Challenge to the Black Community.
Pub Date-78
Note-375p.
Available from-Dorrance and Company, 35 Cricket Terrace, Ardmore, Pennsylvania 19003 ($10.00)
Document Not Available from EDRS.
Descriptors-Adult Development, *Black Community, Black Employment, *Blacks, Family (Sociological Unit), Family Role, Health Services, *Mental Health, Mental Health Programs, Minority Groups, Networks, Older Adults, *Public Policy, *Social Factors, Youth Problems

In this anthology, fourteen articles on mental health and the black community are collected. Topics considered include family life, childhood environment, adolescence, work and adulthood, the black aged, functions of the social network, ecological influences, mental health services, public policy, the black mental health network force, and research on the mental health of black people. Contributors identify stress as the chief component of mental illness among blacks, particularly as it relates to work experience and life in the inner city. The need for developing a definition of mental health for blacks that does not depend upon white behavior as a normative standard is emphasized. It is concluded that mental health rests on the ability of black people to utilize their resources, including their built in social networks, to fight the debilitating effects of institutional and personal racism. Tracing the history of mental health care for minorities in America, with reference to public policy of the last two decades, it is suggested that there is a need for greater participation of blacks in the total mental health care delivery system. (Author/WI)

Ability
Sex Education for Gifted and Talented Youth.
ED 165 078

Ability Identification
Personalizing Motor Development for the Elementary Child.
ED 166 133

Abstract Reasoning
A Proposed Resolution of Curious Conflicts in the Literature on Linear Syllogisms. Technical Report No. 8.
ED 165 442

Abstraction Levels
International Road Signs: Interpretability and Training Techniques.
ED 164 970

Abstracts
Education in Puerto Rico and of Puerto Ricans in the U.S.A.; Abstracts of American Doctoral Dissertations.
ED 166 312//
EUDISED R & D Bulletin, No. 4.
ED 165 748
Journal of Human Services Abstracts. Volume 3. Number 4. October 1978.
ED 164 965
Resources in Education (RIE). Volume 14, Number 6.
ED 164 743

Academic Ability
Sex-Related Differences in Mathematical Problem Solving Performance and Intellectual Abilities.
ED 166 023
Technical Data on the Student's Perception of Ability Scale: An Instrument for Measuring Academic Self-Concept in Elementary School Children. Research and Information Report.
ED 166 233

Academic Achievement
Academic Success of San Jose City College Students Using Selected Student Characteristics.
ED 165 836
Adolescents' Perceptions of Teachers' Caring and Achievement Press Related to Sex, Track, Program, and Achievement.
ED 165 071
Alaska Native Students and College Success. ISER Occasional Paper No. 14.
ED 165 960
Annual Plan for the Improvement of Educational Achievement in West Virginia, 1978-79.
ED 166 234
Attitudes and Achievement in Biology: An Investigation of the Effects of Student Attributes and Teaching Styles on Attitudes and Achievement in Secondary School Biology.
ED 165 989
Career Education Program Newark, New Jersey. Annual Report, 1975-1976.
ED 164 766
Classroom Format as a Determinant of Teacher-Student Interaction Patterns and Attributions of Responsibility for Performance.
ED 165 085
Communication Patterns and Educational Achievement of Hearing Impaired Students. Series T2. Data from the National Achievement Test Standardization Program for Hearing Impaired Students.
ED 165 377
A Comparison of Referred Headstart, Non-Referred Headstart and Non-Headstart Groups of Primary Public School Children on Achievement, Language Processing and Classroom Behavior.
ED 165 909//
Comparison of WISC and WISC-R Racial Regression Lines.
ED 166 215
The Consistency of Student Performance in a Course and the Effects of Attempted Reinforcement. Research Report #8-70.
ED 165 528
Early Manual Communication, Parental Hearing Status, and the Academic Achievement of Deaf Students.
ED 165 356
Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2 1977-78 .
ED 164 834
Final Evaluation Report for the Conecuh County Part D Experience-Based Career Education Program, Evergreen, Alabama.
ED 164 853
High School Ability Patterns: A Backward Look from the Doctorate. Scientific Manpower Report No. 6.
ED 166 053
The Increasing Enrollment of Returning Women Students and Their Achievement as Measured by Their Mean GPA.
ED 165 584
In Defense of the American Public School.
ED 165 345//
Intervening in Expectation Communication: The ``Alterability'' of Teacher Expectations.
ED 165 079
A Longitudinal Study of the Role of Cognitive Styles in Academic Evolution During the College Years.
ED 165 613
Milwaukee Bilingual Education Program 1977-1978. (ESEA Title VII Bilingual Grant # G 007507202).
ED 166 240
Native American Indians and Variables that are Interrelated with Academic Achievement.
ED 165 964
A New Focus for Academic Support Programs.
ED 165 690
The New York State Annual Evaluation Report for 1976-77 Fiscal Year. Achievement Summary.
ED 166 300
The Organization and Implementation of a Developmental Intermediate Classroom in an Open Concept School Setting to Meet the Special Needs of Selected 5th and 6th Grade Youngsters.
ED 165 408
Proceedings of A Multi-Cultural Colloquium on Non-Biased Pupil Assessment.
ED 166 093
Process-Outcome Relationships in the Texas Junior High School Study: Compendium.
ED 166 192
Reading Ability, College Grades, and Attrition: A Two-Year Study.
ED 165 128
The Relationship Between School-Community Relations and Student Achievement. Technical Report No. 463. Part 1 of 2 Parts.
ED 165 311
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ED 165 312
The Relationship between Study Skills Reinforcement and Academic Performance of Underachieving Science Majors.
ED 165 122
South Carolina Statewide Testing Program 1977-78. General Report. Office of Research Report Series. Volume One/Number 40.
ED 166 255
A Study of the Relationship of Kindergarten Class Size, Length and Scheduling of the Kindergarten Day and Teacher Self-Concept to School Success.
ED 165 891
Teacher Process Variables and Pupil Products.
ED 166 174
Teaching and Learning in the Elementary School: A Summary of the Beginning Teacher Evaluation Study. Report VII-1. Beginning Teacher Evaluation Study Technical Report Series.
ED 165 322

Academic Aspiration
An Assessment of JCCC Student Interest in Potential Career Programs and Expanded Student Services; Spring 1978.
ED 165 864
1973 College of DuPage Graduates Five Year Follow-Up.
ED 165 825

Academic Education
Graduate School: Pursuit of Truth or Delicate Hustle?
ED 165 586
The Human Nature of Professionalism.
ED 165 147

Academic Failure
A Survey of Academic Suspension Policies and Practices. Report 78-01.
ED 165 703

Academic Freedom
How to Survive in Teaching: The Legal Dimension.
ED 165 234//

Academic Libraries
Academic Library Statistics, Fall 1976 and Fall 1977. Report No. 12-78.
ED 165 733
An Evaluation of Approval Plan Performance: The Acquisition of Titles in Political Science.
ED 165 760
Preliminary Report on Book Losses in Libraries: A Pilot Opinion Survey.
ED 165 773

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A Survey of Academic Suspension Policies and Practices. Report 78-01.
ED 165 703

Academic Rank (Professional)
Tenure Planning: An Allegorical Illustration.
ED 165 644

Academic Records
The Effect of Nonstandard Undergraduate Assessment and Reporting Practices on the Graduate School Admissions Process. GRE Board Research Report GREB No. 76-14R.
ED 166 235

Academic Standards
The GPA Game and the Newly Disadvantaged College Student.
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Planning, Managing, and Financing in the 1980s. Achieving Excellence, Diversity, and Access in the Context of Stable Resources and Demands for Increased Productivity. Proceedings of the 1977 NCHEMS National Assembly (Denver, Colorado, November 6-8, 1977).
ED 165 610
Problems and Principles in the Recognition or Accreditation of Graduate Education. Report No. 4 of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 3. September 1978.
ED 165 568
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ED 166 248
A Survey of Academic Suspension Policies and Practices. Report 78-01.
ED 165 703

Academically Gifted
Development and Implementation of a Mini Gifted Program in Science for Academically Talented Children in Grades 3-5 at Samuel Morse Elementary School.
ED 166 030
Minnesota Gifted Education Master's Program: Evaluation Report, 1978.
ED 166 260

Academically Handicapped
Using Videotape in a Multimedia Approach to Teaching Language Skills to Learning Disabled Adolescents.
ED 165 784

Accelerated Courses
Minnesota Talented Youth Mathematics Project: Evaluation Report 1977-78.
ED 166 261

Access (Physical)
Dealing with Disabilities. H.E.W. 504 Regulations. General Information for Faculty and Teaching Assistants.
ED 165 533

Access to Education
Access in a Broader Context: College-Going Rates in California.
ED 165 687
Bakke, DeFunis, and Minority Admissions. The Quest for Equal Opportunity.
ED 165 698//
Criteria for Establishing and Maintaining State-Supported Community Junior Colleges in Colorado.
ED 165 828
A Description and Evaluation of the Special Studies Program in the University System of Georgia.
ED 165 677
Hispanics in Higher Education: Status and Legal Issues.
ED 165 933
Indian Basic Education Act. Hearings Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 2nd Session on H.R. 9810 To Amend Public Law 874, Eighty-First Congress, to Provide for the Basic Education of Indian Children, to Provide Improvements in the Delivery of Other Educational Services for Indians, and for Other Purposes (February 7, 8, and 9, 1978).
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Indian Education Oversight; Part II: School Construction Johnson-O'Malley. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (September 21 and October 6, 1977).
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ED 165 661
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ED 165 508
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Planning for a Statewide Educational Information Center Network.
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ED 165 610
A Report on the Early Leavers' Scheme at Monash University, 1974-1977.
ED 165 507
Sex Equity and Vocational Education.
ED 164 955
The Universities and the Public. A History of Higher Adult Education in the United States.
ED 165 692//
Veteran's Educational Benefits: Issues Concerning the GI Bill.
ED 165 616

Accident Prevention
Educational Alternatives for Boating Safety Programs. Final Report.
ED 164 819

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ED 164 900

Accountability
Back to the Basics with Resource Allocations.
ED 165 548
Controls Are Needed Over Indian Self-Determination Contracts, Grants, And Training And Technical Assistance Activities To Insure Required Services Are Provided To Indians. Report of the Comptroller General of the United States.
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ED 165 412
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ED 164 758

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Accounting Forms. Instructor's Handbook.
ED 164 945
Toward an Human Resource Accounting (HRA)-Based Model for Designing an Organizational Effectiveness Audit in Education.
ED 165 257

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Assessing Nontraditional Education. Summary Report of the Project to Develop Evaluative Criteria and Procedures for the Accreditation of Nontraditional Education. Volume 1, September 1978.
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ED 165 411
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ED 165 412
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ED 165 413
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ED 164 931
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ED 164 933
Self-Study and Evaluation Guide/ 1975 Edition . Section D-6: Vocational Services.
ED 164 934
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ED 164 932
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ED 164 929
Self-Study and Evaluation Guide/1977 Edition. Section D-8: Rehabilitation Teaching Services.
ED 164 935
Self-Study and Evaluation Guide/1979 Edition. Section A: Manual of Procedures, Section E: Staff Member Information Form, Section F: Evaluation Summary and Report.
ED 165 409
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ED 164 928
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ED 165 410
Self-study and Evaluation Guide/1979 Edition. Section D-15: Preschool Services (From Birth to Six).
ED 165 414
Self-Study and Evaluation Guide/1979 Edition. Section D-16: Other Service Program.
ED 165 415
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ED 165 416
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ED 165 417
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ED 165 418
Self-Study and Evaluation Guide/1979 Edition. Section D-23: Program for Independent Living.
ED 165 419
Self-Study and Evaluation Guide/1979 Edition. Section D-25: Leisure Education.
ED 165 421
Self-Study and Evaluation Guide/1979 Edition. Section D-26: Residential Living Program.
ED 165 422
1978 Update: A Supplement to the 1977 Master Plan for Postsecondary Education in Hawaii.
ED 165 817

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Assertiveness Training and Cross-Cultural Perspectives: South Asian Women in Canada.
ED 166 266
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ED 166 350//
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ED 166 335
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ED 164 959
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ED 166 334
Perceptions of South Asian Women in Canadian Context.
ED 166 265
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ED 165 183
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Causes of Recent Decline in the Mathematics Achievement of Public High School Students: A National Survey of High School Mathematics Teachers.
ED 165 997
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ED 166 020
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ED 165 937
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ED 166 216

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ED 166 195
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ED 165 499
The Influence of Commercial Tutoring on Part I National Medical Board Performance.
ED 166 227
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ED 166 220
South Carolina Statewide Testing Program 1977-78. General Report. Office of Research Report Series. Volume One/Number 40.
ED 166 255

Action Programs (Community)
Generations: Western Gerontological Society, Quarterly Newsletter, Vol. 2, No. 2, Summer 1977.
ED 165 042

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ED 165 521
Differences Between Participants and Non-Participants in Campus Demonstrations at the University of Maryland. Research Report #2-71.
ED 165 519
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ED 165 578//
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ED 165 604//
The Vietnam Moratorium (Oct. 15, 1969): What Happened on One Campus. Research Report #1-70.
ED 165 522

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Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Five - Limits of Energy.
ED 166 014
Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Four - Impacts of Energy.
ED 166 013
Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section One - Sources of Energy.
ED 166 010
Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Six - Future Sources of Energy.
ED 166 015
Energy and Man's Environment Activity Guide: An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Three - Conversion of Energy.
ED 166 012
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ED 166 011
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ED 165 970
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ED 164 838
Snowshoeing!
ED 165 922
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ED 165 973
101 Environmental Education Activities. Booklet 3 Mathematics Activities
ED 165 974
101 Environmental Education Activities. Booklet 6 Social Studies Activities.
ED 165 977

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ED 165 456
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ED 165 458

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Mainstreaming the Physically Handicapped Student for Team Sports.
ED 165 350

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ED 166 260
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ED 166 205

Adjustment (to Environment)
Behavioral Groups as Preventive Care in a Health Maintenance Organization.
ED 165 058
A Follow-Up Study of the Oregon Project. Final Report.
ED 165 880
Urban-Rural Education: ``Relieving the Tension''.
ED 165 010

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Divorce and One-Parent Family Counseling.
ED 165 083
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ED 166 287

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Employee Training in the Federal Service. Fiscal Year 1977.
ED 164 821

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ED 165 649//
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ED 165 549

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ED 165 835
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ED 166 173
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ED 165 606
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ED 165 411
V-TECS Fifth Annual Report, July 1978.
ED 164 810

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Changing Women's Representation in School Management: A Systems Perspective.
ED 165 240
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Advisory Committee Handbook.
ED 165 835
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ED 165 566
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ED 164 888
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ED 165 433
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ED 166 238
Evaluation of Educational Quality Assessment (EQA) (Follow-up Survey for the 1976 Assessment).
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